JANUARY • 1959

AUDIOVISUAL INSTRUCTION

Published by the department of audiovisual instruction, NEA

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the EDITOR'S notebook

AS EDITOR OF AUDIOVISUAL INSTRUCTION I am always flattered to receive compliments on the magazine, but I hasten to add that I am always a little embarrassed, too. Actually, editors, as far as I can tell, function chiefly in a policymaking capacity; therefore, the appearance, quality, and punctuality of a publication are really not to the credit of the editor at all, but to his collaborators.

In addition to a dedicated staff here in the office, the magazine is indebted to its departmental editors who contribute their time and efforts each month—Ed Schofield, Bob Burgert, and Bill King. As we start Volume IV, I would like to give credit to them and my staff, to the Editorial Board, and to the many authors who submit materials for publication.

Any magazine requires a great amount of teamwork, and the quality of AVI is evidence of the quality of the teamwork that goes into it. Thanks to all of you, both the named and unnamed.

[We are proud to report as we go to press that AVI received extremely favorable comment at the third annual magazine seminar conducted by the Washington Chapter of the American Institute of Graphic Arts December 10. One of the two experts examining AVI was Joseph A. Taney, chief of the art section of *America Illustrated*, the U.S. magazine that goes to Russia. After the session Mr. Taney asked to be put on AVI's mailing list. It is this type of reaction, we think, that justifies the fee for a first-rate art director.]

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I find that many people are in the dark about the type of activities carried on for the NEA by the Division of Audiovisual Instructional Services. Perhaps a few examples will clarify the nature of these services.

The Division is working closely with William C. Kvaraceus, director of NEA's project on Juvenile delinquency. This project, which will continue through May 1959, underscores the concern of the teaching profession with the spiraling problem of delinquency and represents another major service under the NEA's expanding program. Listings of appropriate AV materials now being prepared by the Division for use in publications related to this project will in all probability provide the basis for decisions as to what motion picture and filmstrip productions are needed in this area.

New services to the various NEA units from the Division will be those of George Koutsoukos, who joined the national staff December 1 as projection and recording specialist. The creation of this new position reflects the increased interest in production and use of audiovisual techniques and materials in the NEA headquarters. Mr. Koutsoukos will make recordings and projection equipment available to all units, and operator's services when required. Plans are definite for film and tape library services in the future. A native Washingtonian, Mr. Koutsoukos was formerly sales and service representative for Vicar, an audiovisual dealer in the Washington area. Before that he was employed in production work and recording with Wilson Gill, Inc., Washington's largest AV dealer. He has also done motion picture work with Paragon Motion Pictures, a Washington firm specializing in documentary and promotional films.

Mr. Koutsoukos

The Division will sponsor its second invitational television seminar at NEA headquarters January 21-February 3, this year with the theme, "Achieving Interaction: New Ways of Learning from Television." A published report is anticipated. (The first DAVI-sponsored TV seminar on "learning" resulted in two publications: *Television in Instruction: An Appraisal* and *Proceedings.)*

The NEA will again provide the services of Harold Wigren as coordinator for the Committee on International Non-Theatrical Events which this year will select films for the Harrogate Festival of Films in the Service of Industry, as well as the Edinburgh and Venice Film Festivals.

Other current projects of the division are:

- Cooperation in the preparation of a teaching filmstrip on East-West cultural values, a print of which will be given to each of 300 to 400 delegates to the World Confederation of Organizations of the Teaching Profesion convening in Washington, D.C. next August.
- Selection and screening of films which tell the story of higher education to be presented at the conference of the Association of Higher Education in Chicago next March.
- Participation in the NEA's Council on Instruction. As director of the Division of Instructional Services, your executive secretary serves as a member of the Executive Committee.

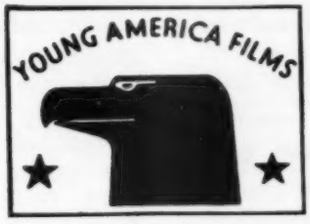
Members of the National staff also frequently serve as consultants on behalf of the Division. For instance, Dr. Snider is currently working with the National Project in Agricultural Communications on a visual communication training program, and other staff members are serving as consultants to the Electronics Industries Association for whom Phil Lewis is writing a book on television. Dr. Lewis is director of the bureau of instructional materials for the Chicago Board of Education and one of DAVI's leaders in the TV area. We also work on frequent assignments with the U.S. Information Agency and serve as members of various committees such as the one which produces the public relations films for the NEA and the committee making preparations for dedicating the new headquarters building in February. (See news note on page 39.)—A.L.H.

A PROFESSION BUILDS TO SERVE
NATIONAL EDUCATION ASSOCIATION

See Any Resemblance?

WITH Godfrey Elliott's permission we quote his letter of November 17 to the editors: "I have just noted, with a great deal of interest the reproduction of your DAVI 'new member' badge in the November issue. Is this by some chance a representation of the Young America eagle caught in a tired, unguarded moment?"

We hasten to reassure Mr. Elliott that there is no connection between the two birds and ask him to reconsider the chick on the top who has just broken out of his shell and now views the audiovisual scene with clear eye and interested determination. In contrast, we point to the Young America eagle who isn't as young as he used to be and who appears too sleek, too well fed, and definitely marked by an air of ennui.



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November Shows Nice Membership Gains

WE RATE 170 new members during November as an encouraging achievement for the first month of our "Every Member Get A Member" campaign, and again call attention to Clyde Miller's contribution. Many of these new applications are in response to his letter-writing campaign.

As we go to press our membership nears the 3600 mark if we disregard current "expirees." (Because DAVI membership plates are pulled at expiration date and not re-entered on the rolls until dues are paid again, it is difficult to keep an accurate count by month.)

Florence Fan announces these *Membership Chairmen of the Month* for November:

- Teofila G. de la Luz, Puerto Rico, who has shepherded her organization to the affiliate level. Puerto Rico now has more than 25 members.
- Lola Friars, Washington State, who was mentioned last month and who has seven new members to her credit.
- Pauline Smith, Georgia, who has submitted over a dozen new members.

Acting on private initiative as a DAVI member, Rolland A. Alterman, Emporia, Kansas, has sent us half a dozen new recruits. Miss Fan also notes that the yearly quota has been turned in for Dade County (Florida) whose "audiovisual representatives" are 100 percent DAVI. Membership in Dade County, where the DAVI School Service Plan is in operation, increases yearly according to the expansion of the audiovisual program. Kathryn L. Carlin and Edgar Lane are prominent forces in this Florida stronghold.

Six states still have not named membership chairmen, according to Miss Fan who reports these new appointments since last month: Walter J. Mars, Vermont; Anthony G. Kauth, New York; Karl V. Sloop, Maryland; Richard L. Sanner, Hawaii; Arthur Roseberry, Montana; Norman Sargent and Jesse D. Brown, Pennsylvania; and Donald Brumbaugh, Utah.

DAVI members will be interested to know that NEA membership as of last month showed an increase of 52,145 over the preceding year. This means that NEA is making up the loss of members incurred through doubling its dues in 1957.

By Constitution, all DAVI members should also be members of NEA. Quite aside from this requirement is, we think, a larger consideration—the support that DAVI receives from the parent association. Without the NEA we would no doubt survive—but in a crippled state. In view of this fact, we feel justified in urging members to remember the NEA in their recruiting efforts.

As a final reminder to membership chairman (and other DAVI supporters) Florence Fan announces that a good supply of new-member buttons and cards are still on hand. Let her know if you need replenishments.

Photo Credits

Page 8-10, courtesy of the author; pages 14-17, photos by Joseph J. Del Rosso, AV director, Brockport Teachers College; page 21, courtesy University School Library, Florida State University; page 22, courtesy U.S. Forest Service and California State Department of Education; pages 24-25, courtesy Lee Cochran and Verne Stockman; page 28, courtesy Seattle Chamber of Commerce, University of Washington, and Boeing Airplane Company; page 29, courtesy Department of Commerce and Economic Development, Olympia, Wash., and Canadian Pacific Ry.; page 38, courtesy Sam Madden. Art spot page 33, Coronet Films Catalogue; Cover, Carl Purcell.

Next Month

As our publishing experience grows we begin to sense the need for reaching out to cover new areas hitherto pretty much untouched by AVI. Our February issue is a case in point—the application of audiovisual techniques to special education. Look for articles on teaching (with AV) the partially seeing; the hard of hearing; children with reading problems; the gifted child, and the retarded child.

in this issue

1959 WILL BE A BIG YEAR for the audiovisual field. With the implementation of the National Defense Education Act there is every reason to believe that one major obstacle to widespread use of audiovisual techniques—the inadequate budget—will diminish. However, every good audiovisualist knows that despite well-stocked AV centers and fulltime directors, the audiovisual program will never achieve its potential until teachers know how to use their materials.

That is why teacher education, the Okoboji topic for 1958, continues to be stressed as we move into 1959. Improvement of teacher competencies cannot be accomplished in a trice, we know. But we do think the New Year a good time to throw the spotlight on this important need. Thus we offer this January edition with eight extra pages as one of more than passing value, hoping it will find special use as convention readiness material (since teacher education will claim an important place in the Seattle Convention); as a working paper for the DAVI Northeastern Regional Conference at Trenton this month (also on teacher education); as supplementary reading for your summer courses in AV; and as timely fare for all readers earnestly concerned with upgrading the field. We can also recommend it as handy reference for those of you who are connected with institutions contemplating grants for research and experimentation in training teachers to utilize the new media with maximum effectiveness as set forth in Title VII, Section 701 (2) of the National Defense Education Act.

In line with the discussions at Okoboji we present in this issue treatments of a number of programs for achieving audiovisual competencies in colleges and universities throughout the country, including a "master plan" for a combination of the four approaches most commonly found.

The "separate course" approach, embedded as it is in the audiovisual history of Pennsylvania, is discussed (not without partisanship) by a trio from Penn State —VanderMeer, Torkelson, and Oxhandler. Likewise, at Central Washington College in Ellensburg the "integrated approach" appears to those who instituted it to be the most in keeping with the philosophy behind the teaching certificate issued in that state. This, at least, is the claim of Author Alexander H. (Ham) Howard, Jr., who shows on pages 8-10 how "integration" is achieved.

Sherwin Swartout, in turn, gives a case history of a successful "laboratory approach" as practiced at Brockport State Teachers College (New York). Finally, on page 18 William Fulton, University of Oklahoma, introduces readers to a combination of these approaches.

In order to clarify the nature of the competencies occupying our authors and the "approaches" they discuss, we have chosen to quote liberally on these pages from the *Summary Report* of the 1958 Okoboji Conference. The portion we quote is the Final Editorial Committee Report (pages 35-44), presented here in slightly abbreviated form and edited to conform to the style of this magazine.

We have included also a report to the Okoboji Conference by David Pascoe which spurred the thinking of that body and which we think will be of interest to our readers.

The Okoboji conferees stated clearly that their intention was not to recommend teacher education programs or specific courses. Pre-service education is basically a matter of curriculum planning, their report said, and curriculum planning is a state and local responsibility. The Conference preferred to issue a statement of competencies which they felt could be expected of any teacher going into service.

The following is the statement adopted:

PRIME OBJECTIVES of pre-service teacher education include the development of visual mindedness, stimulation of creative imagination, and the encouragement of enlightened resourcefulness. With these objectives in mind, all teacher education should be marked by an effective combination of philosophy, method, and content, leading to the development of professional attitudes and performance. In judging the effectiveness of the teacher preparation program, it is not sufficient to enumerate the prospective teacher's courses and evaluate his knowledge of subject matter. What the teacher does and why and how he does it in the classroom is the true measure of the effectiveness of his preparation to teach.

Background Competencies

1. Knowledge of background and of philosophical and psychological factors underlying the use of audiovisual materials in the teaching-learning process, such as: (a) understanding that the accepted principles of use are based on sound research; (b) acquaintance with the historical development of the audiovisual program as it affects us today; (c) knowledge of learning theory, especially as applicable to overcoming learning difficulties and recognizing learning opportunities; (d) knowledge of communications theory and learning theory underlying the use of audiovisual materials and equipment in the classroom.
2. Understanding of the relationship of audiovisual materials to the curriculm.
3. Understanding of the nature, value, and limitations of audiovisual materials and devices.
4. Acquaintance with patterns of organization, administration, and functions of an audiovisual program in order to appreciate better the role and responsibility of the individual classroom teacher.
5. Enthusiastic involvement marked by such attitudes as an open mind toward new ideas, intellectual curiosity leading to experimentation and evaluation, and pride in professional accomplishment.

Implementation Competencies

1. Skill in diagnosing learning problems.
2. Ability to acquire a knowledge of a wide variety of audiovisual materials and equipment and their sources—local, national, and international.

3. Ability to gain knowledge and experience in the selection and use of audiovisual materials. For example: (a) knowledge of physical conditions essential to good classroom use of audiovisual materials; and (b) knowledge of the audiovisual potential of the school and community. (The latter includes organizing and maintaining audiovisual materials within the classroom and discovering resources and services in the school, school system, and community.)

4. Skill in simple preparation of materials appropriate to the needs and resources of the teacher and not otherwise available for classroom use. (Also, ability to determine when local production has inherent educational value.)

5. Ability to develop understanding of and/or appropriate competency in the operation of audiovisual equipment.

6. Ability to develop skill in evaluating results following the use of materials in the learning process.

AFTER LISTING the foregoing competencies the report goes on to consider four approaches to accomplish them (which we reproduce below). The following seven ways to engender positive attitudes were held by the conferees to be applicable to all four approaches: (1) example (faculty attitudes, etc.); (2) experience (real and vicarious); (3) creation of a climate conducive to positive attitudes; (4) laboratory practice; (5) guided self appraisal and evaluation; (6) counteraction of negative environmental factors and forces; (7) selection of methodology employed in student instruction, thereby causing pupil involvement and reaction.

The Completely Integrated Approach

The development of competencies can theoretically best be accomplished through a completely integrated program where the use of audiovisual techniques permeates all professional courses and particularly the methods courses. The success of the integrated program is contingent upon effective participation of all instructors of professional courses, a method of evaluating the student's accomplishment, involvement of all students, and ample opportunity for laboratory experience as needed.

ADVANTAGES	LIMITATIONS
Theoretically all students get it.	Dependent upon team approach and seems to work best when content is organized into large block of time rather than courses.
Closely related to interests and needs.	Each member of the team must be able to carry his share of the load.
Inservice opportunities for all education instructors.	Lack of trained and acclimated staff.
Longer contact with AV.	Difficult to evaluate AV competencies.
More flexible in terms of individual interests and needs.	Difficult to handle the transfer student.
Overcomes limitations of separate course structure.	
Presents AV concepts within a larger and more realistic frame of reference.	

Integrated Methods Materials Course

Here the audiovisual competencies would be achieved within the framework of the methods course or in cooperation with the audiovisual staff.

ADVANTAGES	LIMITATIONS
Theoretically all students get it.	Too little time to cover all competencies.
Closely related to interests and needs.	Teachers lack AV knowledge.
Inservice opportunities for methods professor.	Works best with team approach not always evident at college level.

Formal Course Approach

The success of this approach is contingent upon completion of the course by all students, adequacy of the components of the course to provide the needed competencies, and ample opportunity for practical application through laboratory experiences. (As far as possible, all audiovisual experiences in other courses should be exploited in connection with this laboratory activity.)

ADVANTAGES	LIMITATIONS
Presentation of AV content and experiences more fully organized.	Difficulty of adapting courses to wide range of students' interests and needs.
Instructor likely to be better qualified and facilities more adequate.	Course apt to be elective and thus reaching only a small percentage of students.
More time to achieve objectives.	Difficult to present in terms of solution to learning problems.
Concentration in depth of student effort.	
Better opportunity to influence students' attitudes toward AV.	
Initial experience for potential AV specialists. (Recruitment.)	

Laboratory Project Approach

This is a program which gives all students sufficient time in an audiovisual laboratory to complete projects involving competencies applicable to their teaching interests. Success is contingent upon acceptance and participation by the entire faculty, the requirement that all students complete the program, the services of professionally qualified laboratory assistants, and a method of evaluating the student's accomplishment.

ADVANTAGES	LIMITATIONS
Introduces to AV field students and faculty who may not otherwise take AV courses.	Requires added facilities.
Operates on a problem solving level (high interest).	Requires added staff and budget.
Development of new skills and techniques gives student added confidence.	Reaches limited number.

Supplemental Techniques

The report recognizes the existence of a variety of local problems stemming from the different patterns of teacher education and concludes that some combination of the approaches indicated in the foregoing "may prove to be the most realistic means of achieving the desired goals." The report then goes on to list the following supplemental techniques for achieving goals.

- Inservice meetings, workshops, do-it-yourself laboratories, etc., for teachers.
- Consultant service for teachers on the job. (Audiovisual department, resource persons from industry, military, psychology department, etc.)
- Student AV groups (sponsored by faculty member and AV department) to set up screening schedules, act as projectionists in classes in which they are enrolled,

act as helpers in do-it-yourself labs, and set up exhibits and demonstrations.

- More effectively illustrated college texts with AV bibliographies appended.
- Planned involvement with AV during student teaching.
- Open-stack policy permitting faculty to select, preview, or audit materials in AV library.
- Audiovisual reference cards in college library.
- Policy of providing all the materials a faculty member or student teacher needs in order to do a maximum AV job.

Deterrents Identified

The report identified these deterrents to the achievement of audiovisual competencies:

- Lack of good material in fields other than education at the college level.
- Lack of sufficient and good materials for professional AV education.
- Lack of qualified specialists.
- Lack of exemplary teaching in regard to AV.
- Apathy of college administrators.
- All elements of the learning environment which have not been consciously structured to promote desired goals.

Recommendations

THAT DAVI assign to an appropriate committee the responsibility for developing a measuring instrument which may be used to determine: (a) the competencies held by the student prior to any planned audiovisual experiences; (b) the full-scale achievement of needed competencies in pre-service education; and (c) the audiovisual competencies possessed by inservice teachers.

THAT the Conference, operating through the national office of DAVI, challenge state organizations to:

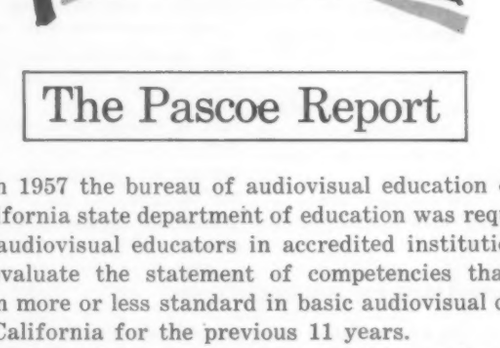
a. Plan one or more meetings and/or workshops for the purpose of analyzing the problem of providing adequate pre-service training for AV, this to be accomplished in cooperation with other appropriate organizations at state level, the department of public instruction, and administrative officers of teacher education institutions.

b. Appoint an on-going committee, to include representatives of the groups identified above, to assure a continuing interest and effort to improve the audiovisual aspects of the state's pre-service programs.

A MOTION TO ACCEPT the Final Editorial Committee Report was passed by the conferees. Participants in the Conference were: Elaine Afton, elementary program consultant, KETC-TV, St. Louis; William Allen, System Development Corporation, Santa Monica, California; Russell E. Bagley, consultant, instructional materials, Sarasota County, Florida; David Bernard, director of audiovisual education, Stout State College (Wisconsin); J. Roy Barron, Santa Barbara (California) schools; Walter S. Bell, AV director, Atlanta, Georgia; Harriet Bick, Division of Audiovisual Education, St. Louis; Max U. Bildersee, bureau of AV aids, New York state education department; Mickey Bloodworth, DAVI; Alvin Cogdill, Visual Instruction Bureau, University of Texas; A. J. Foy Cross, professor of education, New York University; Robert deKieffer, University of Colorado; W. R. Fulton, University of Oklahoma; William W. Gnaedinger, State College of Washington, Pullman; Marshall Gunselman, David Lipscomb College, Nashville; Ralph H. Hall, Kent State University; Horace Hartsell, Michigan State University; Mary C. Hedquist, DAVI; Richard Hubbard, Fulton, New York; Anna L. Hyer, DAVI; Clyde Jackson, S. E. Teachers College, Durant, Oklahoma; Edgar Lane, Dade County (Florida) schools; Edith Davidson Lind, Seattle public schools; Otis McBride, Florida State University; Russell Mosley, Wisconsin state department of education; Joseph F. Murphy, Connecticut state department of education; Phyllis Nerheim, King County schools (Seattle); James Page, Michigan State University; E. Dudley Parsons, Minneapolis public schools; David Pascoe, La Mesa-Spring Valley school district (California); Beatrice Simmons, Illinois state department of public instruction; Robert Snider, DAVI; Verne Stockman, Eastern Illinois State College; Ernest Tiemann, University of Texas; Toby Venner, Mount Kisco, New York; Cecil E. Wilkinson, Scarborough Township, Ontario; and Roy Wright, Film Center, University of Washington.

Invited guests were Fru Inga Millar, Oslo, Norway; Roger Albright, Rutland, Vermont (formerly executive director of Teaching Film Custodians); Ellsworth Dent, Coronet Films, representing NAVA; and Jordan Larson, superintendent of schools, Mount Vernon, New York, representing the School Facilities Council.

Members of the Iowa Committee were Forest J. Moore, state department of public instruction; John T. Sewell, Cedar Rapids public schools; Bruce E. Mahan and Chairman Lee Cochran, extension division, State University of Iowa; John R. Hedges, J. Patrick Kelly, and Kenneth Berry (graduate student), all State University of Iowa.



The Pascoe Report

In 1957 the bureau of audiovisual education of the California state department of education was requested by audiovisual educators in accredited institutions to re-evaluate the statement of competencies that had been more or less standard in basic audiovisual classes in California for the previous 11 years.

Accordingly, David Pascoe, then AV consultant with the bureau, circulated a questionnaire to audiovisual instructors in colleges and universities, to AV directors teaching AV classes, and to city, county, and district AV directors. The questionnaire was designed on a weighted ranking basis making it possible to establish the relative emphasis assigned the various competencies by the respondents.

The results were tabulated according to the rank given each competency by the highest percentage in each of three categories of respondents: 190 representing public schools; 63 representing colleges and universities; and the total of 253 respondents.

In the following we list the competencies according to the rank given them by the highest percentage of total respondents, and indicate where disagreement appeared between the two groups. The competencies, stated as course objectives, were broken up into *knowledges* and *understandings*, and *skills* and *abilities*. As stated here (and reported to the Conference by Mr. Pascoe) the 11 knowledges and understandings and nine skills and abilities are taken verbatim from the statement of competencies released by the California State Department of Education and published in *California Schools*, XVIII (January, 1947).

Knowledges and Understandings

1. PRINCIPLES OF USE—philosophical and psychological factors underlying the use of audiovisual materials and equipment in the classroom. (Public school respondents deviated, giving first place to SELECTION OF AIDS.)

2. SELECTION OF MATERIALS—principles of good teaching that affect the selection and use of these materials.

3. TYPES OF MATERIALS AND EQUIPMENT—nature of the common types of audiovisual materials and equipment, including the educational values and limitations of each. (Agreement between the two groups.)

4. SOURCES OF MATERIALS AND EQUIPMENT—local, national, and international. (Ranked fifth by the largest percentage of public school respondents.)

5. SERVICES OF THE AUDIOVISUAL DEPARTMENT—services of an audiovisual department and its personnel, the best ways of using that service, and the teacher's responsibility for cooperating with the department. (Ranked fourth by public schools and sixth by colleges.)

6. MATERIALS FOR SPECIALISTS—types of audiovisual materials available in the specific area of the teacher's interest and their potential educational worth and uses. (Ranked 7½ by colleges.)

7. PRODUCTION OF MATERIALS—processes involved in production of some of the more simple materials such as mounted prints, handmade slides, filmstrips, and photographs. (Ranked fifth by college respondents.)

8. RESULTS OF RESEARCH—studies, past and present, in the field and their implications for instruction. (Ranked 7½ by colleges.)

9. SINGLE SCHOOL SERVICES—principles and procedures for setting up an audiovisual education service in a single school or in a school district. (Agreement.)

10. ADMINISTERING OF AIDS—methods of procuring, storing, filing, and maintaining the various kinds of materials and equipment. (Agreement.)

11. HISTORY OF AV—background and development of audiovisual education that has relation to current trends and practices in the field. (Agreement.)

Skills and Abilities

1. UTILIZATION—to use each audiovisual tool effectively in a classroom situation. (Agreement.)

2. SELECTION—to select audiovisual materials to meet pupils' needs and the purposes of instruction. (Agreement.)

3. EVALUATION OF USE—to evaluate the effectiveness of the use of these materials and to modify and improve future instructional practices on the basis of this evaluation. (Agreement.)

4. EQUIPMENT OPERATION—to assemble and operate various kinds of equipment and to perform simple servicing operations such as lubrication and the replacement of lamps. (Ranked sixth by colleges.)

5. APPRAISAL—to appraise the educational worth, technical quality, photographic characteristics, and commercial aspects of audiovisual materials. (Agreement.)

6. DISPLAY—to display materials effectively on the bulletin board, in the classroom, and in other appropriate locations. (Ranked seventh by college respondents.)

7. PRODUCTION—to produce simple materials, such as mounted prints, slides, posters, charts, graphs, models, collections of natural science materials, and to prepare exhibits and displays. (Ranked fourth by colleges; eighth by public schools.)

8. BEST PHYSICAL CONDITIONS—to provide and arrange the best physical conditions possible for using audiovisual materials. (Ranked seventh by public schools.)

9. FIELD TRIP—to plan and successfully execute a field trip. (Agreement.)

integrated AV/the accepted

At left: Getting familiar with AV equipment in "Intro to Ed." This is first phase of CWCE's professional sequence where stress on AV is most pronounced.

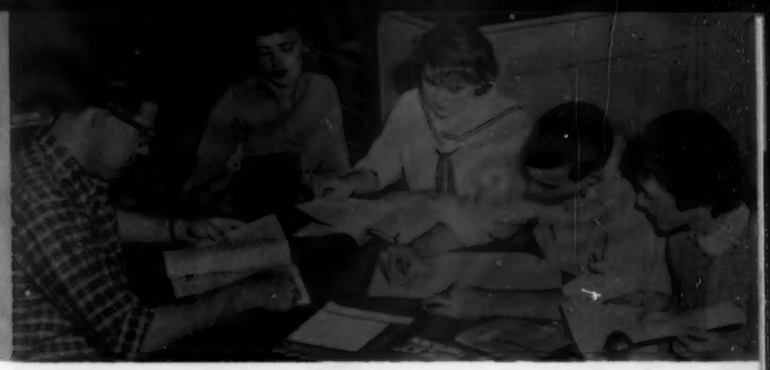
AT CENTRAL WASHINGTON COLLEGE those of us responsible for the professional education of teachers believe that audiovisual instruction should be an integral part of modern school programs, not an "extra," or a "frill." Acting on this premise, we pursue an integrated approach to the development of audiovisual competencies. We feel that this approach helps place AV in proper perspective, not as a special "additive" but as an essential tool for effective instruction.

This point of view, we believe, is consistent with the philosophy of the Standard General Teaching Certificate granted in the state of Washington, a philosophy which stresses a common core of qualifications as well as competence in particular teaching areas and levels. This core of general competence serves as the base for effective integration of teaching efforts with the rest of the school program. To implement this concept the statewide program for teacher preparation requires extensive work, including a year of formal study and a year of teaching experience beyond the bachelor's degree.

As organized at Central the candidate for the B.A. in Education takes 192 quarter credit hours of work, scheduling 66 hours in general education, 60 hours in subject matter preparation, 40 hours of professional education courses including student teaching, and the remainder in electives. He is then granted a provisional certificate, good for five years, during which time he will earn 45 more credits in a fifth year of study. At least 15 hours must follow the first year of experience in order to take care of the needs discovered during that time—needs sometimes met by education courses and sometimes by subject-matter courses.

DR. HOWARD *writes that he "grew up with the profession," his father having been a Washington boat builder turned school teacher. After earning advanced degrees at the University of Chicago, the author returned in 1950 to Central Washington College where he is associate professor of education.*

Searching AV sources in a unit planning project. CWCE, Fall '58.



ideal

Within this general program we attempt to integrate experiences which help students develop basic audiovisual competencies. We aim to encourage and enable each student to

—know about a wide variety of audiovisual materials, equipment, and supplies, and what their advantages and limitations are.

—be skilled in locating, securing, and selecting these audiovisual tools, planning, arranging, and controlling their use in classroom work, and testing the effects.

—feel confident about using audiovisual aids, appreciative of their importance, and interested in continually improving competence in using them.

These goals for teaching AV have evolved over a period of more than 20 years, since Central officially recognized the importance of audiovisual instruction by establishing a film service to schools in 1938. Paralleling the growth of this service, which now reaches the entire Northwest and beyond with a film collection of more than 2000 selected titles, the college has developed AV consultation services and extension courses to assist teachers in the field. Similarly, on campus, we have developed a service to help our faculty make extensive use of AV in their classes. Last year, for example, we furnished an average of more than 50 films per instructor. We have developed special courses and workshops in classroom utilization, local production, and administration, designed to develop AV specialists.

However, our long experience has led us to feel that AV training should not be confined to specialists who work "for" instead of "with" teachers, but that all teachers should develop AV competencies. And we think that these competencies will be learned best at strategic points in the context of the regular preparation program, rather than in a separate laboratory experience or required audiovisual course. While we admit that the latter approaches are ordinarily more economical and efficient, we contend that our way is more effective in reaching a balanced pattern of competencies—a real blending of knowledge, skills, and attitudes about AV, with each other and with other aspects of teacher education.

We think, too, that when these audiovisual competencies are developed in meaningful context with stress on key generalizations, more thorough carryover to the real teaching situation is likely to take place, and the student's casual dismissal of AV as "a course I had in college" is greatly reduced. Through repeated contact, the AV idea is reinforced and accepted as a regular part of the teaching procedure.

We note a tendency (despite efforts to increase the impact in education courses on how to teach) for beginning teachers to "teach as they were taught, rather than as they were taught to teach." So we think that college instructors throughout our campus should use AV techniques where appropriate in their teaching procedures, thus providing a good model for beginners to imitate. This is one important facet of our integrated approach. In the college program instructors utilize AV from the beginning. Extensive use is made of it in the survey courses in the general education program, though so far generally limited to films and other projected materials. Imaginative use also occurs in the advanced content courses (although the instructors in these courses tend to teach as they were taught while getting those doctorates).

Subject matter instructors who handle the required methods courses within a major field stress the use of AV as one way to translate subject matter to the public school level.

Probably the most direct emphasis on AV occurs in the "professional education sequence" where we try to practice good use of AV as a continuing example, and at the same time to teach *how to teach with AV*. This 40-hour block of required work is roughly divided into four basic phases: (1) introduction to education; (2) courses prior to student teaching; (3) student teaching and (4) work taken after student teaching but prior to the provisional certificate. Work on AV competencies is integrated in each of these phases.

ALEXANDER H. HOWARD, JR.

Producing a transparency as a methods class project. The role of AV is reiterated in this basic block of work prior to student teaching.

The first course in education is usually taken the first quarter of the junior year, although some students sign up for it as third-quarter sophomores. AV is stressed at several points in this first course, with the main objective that of familiarizing the student with the nature of AV and its importance in modern school programs. For example, a unit, "The American School System," identifies AV along with textbooks, library materials and other devices as a key school resource. Elaborating on this, a course unit on Washington schools indicates what audiovisual aids are commonly available and how extensively they are used in the state.

In the unit on "The Teacher's Work," demonstrations and observations are arranged, including a visit to the AV Center where students see demonstrations of various types of AV materials and equipment, and get initial experience in operating projectors, recorders, and other AV equipment. The intent here is more to stimulate and orient than to develop a significant degree of competence. Appropriate attitudes toward AV are stressed in portions of the course dealing with "Characteristics of Teachers," and "Professional Aspects of Teaching." "The Program of Preparation to Teach" points up the integral nature of AV in modern teaching and gives the student an over-all view of where he can expect to get specific AV training.

A key block of work taken prior to student teaching treats the learner and the learning process. Here the psychological justification for AV is stressed, revealing how the demands of modern teaching lead to audiovisual instruction. The student sees that AV is consistent with fundamental theory, and well justified as an element in good learning environments.

Another basic block of work prior to student teaching involves study of curriculum, methods, and materials. In his study of "Curriculum Patterns" the student more clearly sees how such patterns are implemented by use of teaching tools; he learns that the way a curriculum is organized can affect the extent to which AV is used in comparison with other types of instructional materials. Then in a course unit on "Basic Instruction Activities," wherein typical specific activities are analyzed (demonstrations, field trips, illustrated lectures, discussions, dramatizations and so on), the role of AV is pointed out repeatedly. The presentation of a film is analyzed and the specific techniques stressed and practiced. In a unit on "Planning Instruction" the principles and techniques for selecting and fitting AV materials into lessons are emphasized—together with textbooks and library materials. Finally, in this block of work, students appraise specific AV materials in line with the organization of hypothetical teaching units similar to those they can expect to conduct in their student teaching to follow. Students visit the AV Center, preview and audition materials, practice equipment operation in the laboratory, and earn an official operator's card. Thus in this course basic know-how learned elsewhere is reinforced, added to, and then applied to the initial development of key AV skills. How students feel about AV will depend somewhat on how successfully they are able to handle the assigned project on planning.

At Central an entire quarter is set aside for student teaching, during which the student works full time at getting classroom practice in one of several student teaching centers located in public schools in the region. Among other things practiced during this period are AV skills. Obviously the competence level of the public school teacher with whom they work directly influences the character of their practice, but most students have ample opportunity and encouragement to test their abilities. The student ordinarily takes neither content nor formal education courses during this quarter, though theory is reiterated in conferences with his college supervisor.

Students Impressed by Realism

The best aspect of this situation is its realism. It is not a contrived on-campus experience, but the real thing. Students are duly impressed, and usually return to the campus with a great desire to learn more about AV.

Part of the student's work in this final period before provisional certification is a seminar which emphasizes the problems that emerged in his practice teaching. AV is further developed at this stage, if needed, and some students elect at this time to take the special instructional aids course. Others postpone this until their fifth year.

Obviously, there are weaknesses in the integrated approach. Considerable cooperation is required among instructors (not always easy to get), provision for experiences and resources is complicated, and some aspects of AV may be neglected. But we don't aim to turn out "finished teachers." We aim to start them out on the right roads to continual development as teachers.

The Separate Course/still reliable

A. W. VANDERMEER / G. M. TORKELSON / EUGENE OXHANDLER

THE PRINCIPLE THAT DIFFERENTIATION precedes synthesis appears to be at least partially applicable to the history of the development of competencies in audiovisual instruction. The ideas of Rousseau, Comenius, and Pestalozzi, and the methods of Montessori, Morrison, and many others (in which the ardent audiovisualist finds much to applaud) were differentiated and organized into separate courses for teacher-preparation curriculums in the 20 years before World War II. It was during this period, too, that research studies by Freeman and others were published in a book called *Visual Education*, and that Anna Dorris and the Hobans published textbooks in audiovisual education. In the 1930's the Commonwealth of Pennsylvania decreed that a course in visual and other sensory aids to education be a requirement for the permanent teaching certificate, and the first professor of audiovisual education was appointed. By 1940, the separate audiovisual course had become a fixture in the summer sessions and in the elective offerings of most of the leading colleges and universities.

The past two decades have seen the emergence of what we have termed the synthesis. The synthesis has appeared in the form of various types and degrees of integration of the audiovisual course into general and special methods courses. In the teachers colleges of New York and California, this pattern predominates. The sweep of history seems to foretell the decline of the separate course and the ascendancy of integration; yet, in case the apologists of the movement that just now seems to be taking its turn in the historical spotlight seek justification in their position in chronology, we should all remember that the course of history is not uniformly and steadily upward. There are dips and valleys and regressions in the march of human events. It is just possible that the current trend toward the integration of audiovisual skills and competencies is, in its own small way, one of these. The burden of this article is to present the reasons that favor this possibility.

A. W. VANDER MEER *is associate dean of the college of education at Pennsylvania State University where* G. M. TORKELSON *is associate professor of education, and* EUGENE OXHANDLER, *assistant professor of audiovisual education. Dr. Torkelson who worked for his doctorate under Dr. VanderMeer (see next page for honors bestowed upon the latter) is author of an article on teacher AV education via closed circuit TV in the 1958 summer issue of* AVCR. *Dr. Oxhandler was recently elected president of the Pennsylvania Audiovisual Association for Teacher Education.*

Before it is possible to consider the relative feasibility of developing audiovisual competencies through a separate course, it is necessary to know what these competencies are. Stated in conventional terms as educational objectives, the audiovisual course proposes that each student shall develop and/or enrich for himself:

- A basic understanding of the process of communication, and its relevance to teaching and learning.
- A functional knowledge of the interrelationships among the characteristics of learners (individual differences), types of learning objectives (conceptual, attitudinal, motor, etc.), the various tools of communication (film, model, printed page, etc.), and the methodologies of teaching.
- A personal commitment to the continued improvement of instruction through audiovisual techniques.
- Skills in the procurement, selection, and use of audiovisual instructional materials, in the operation of equipment, and in the production and display of materials.

These four objectives can hardly be questioned as to their value and validity. They will be the fundamental purposes of any good audiovisual course. They are the aims of the course described in the following paragraphs.

The separate audiovisual course as offered at Penn State is so organized as to serve and to capitalize upon variations in individual abilities, aims and backgrounds. The aim is to have all students go as far as they can in achieving the goals of the audiovisual course. As students differ in the extent to which they may have already progressed toward their goals on entering the course, so will they differ in the progress they achieve through the course. Furthermore, in presenting the content of the course, prime visibility is given to the findings of solid educational research so that the spirit of inquiry and discovery will be aroused and the students will be motivated to continue their learning through independent research and study throughout their professional careers.

The Penn State course in audiovisual instruction spans 16 weekly meetings of two consecutive 50-minute periods of lecture, discussion and student participation. One additional hour each week is devoted to laboratory practice. Class enrollments are held to between 25 and 35 students. Sufficient laboratory sessions are scheduled so that a limit of 12 students per section may be maintained.

The student population is drawn primarily from the College of Education, but substantial numbers enroll from Liberal Arts, Physical Education, Home Economics and the Graduate School.

The teaching technique used most frequently is the AV lecture-demonstration using films, recordings, field trips, and other audiovisual materials where indicated. In many instances these lecture-demonstrations are staged by students themselves with a critique and summation by the instructor.

Students are expected to do a considerable amount of outside reading in current periodical literature and reference sources. Each must also prepare at least one graphic device and several mounted pictures, design a bulletin board display, and present a descriptive or explanatory exposition at the chalkboard.

Instruction in the weekly laboratory period centers around individual practice in equipment operation and in the production of simple materials. Demonstrations, film showings and other activities, introduce the skills, and the instructor gives individual attention to student problems arising from practice with equipment and production of simple instructional materials. A variety of makes and models of each of the major types of audiovisual equipment is available, and each student becomes familiar with each piece of equipment. The final course grade includes the results of an individually administered performance rating.

The course content is organized in the following eight units:

I. The Core of Multi-Sensory Instruction
   - A. The teacher in the communication process
   - B. Inherent differences among materials
   - C. The relation of materials to learner differences
   - D. The relation of materials to the learning process
   - E. Methodology precluded or mandated by B-C-D. (above)

II. Three-Dimensional Materials
   - A. Objects and Specimens
   - B. Models, Mock-ups and Diagrams
   - C. School Museums

III. Participation Activities
   - A. Dramatizations
     1. Dramatic Play
     2. Play Reading
     3. Role Playing
     4. Socio Drama
   - B. Demonstrations
   - C. Field Trips

IV. Motion Pictures and Television

V. Still Picture Materials and Processes
   - A. Flat Pictures
   - B. Slides
   - C. Transparencies
   - D. Filmstrips
   - E. Photography

VI. Audio Materials

VII. Graphics
   - A. Charts, Graphs, Diagrams, Posters, Cartoons
   - B. Maps
   - C. Chalkboard
   - D. Bulletin Boards
   - E. Feltboards
   - F. Duplicating Techniques

VIII. Laboratory Practice
   - A. Principles and Operation of Equipment
   - B. Minimum Production

Those who teach the separate course in audiovisual instruction at Penn State are committed to the idea of "separation." They justify their position on historical, logical and empirical grounds. Historically, it is noted that the assumption of a separate course is implicit in the actions that lead up to the establishment and maintenance of the audiovisual requirement in Pennsylvania. The idea of integration, in fact, is not found in any of the recommendations for a course in this state. As early as 1925, C. F. Hoban, the first director of the visual education division in the department of public instruction, urged that ". . . *courses* should be required in all teacher training institutions." (1). On March 22, 1929, the Board of Teachers College Presidents recommended ". . . a *course* of visual instruction . . . (for) . . . every person graduating from the State Teachers Colleges of Pennsylvania." (2). At a state conference in 1930 for visual education teachers, in which 26 teacher-training institutions and 46 representatives were present, a unanimous opinion was issued favoring a required *course* in visual and other sensory techniques (3). Finally, the resolution approved by the State Council of Education in 1935, instituting the requirement for permanent teacher certification, required ". . . an approved course in visual and sensory techniques!" (4).

These utterances and actions pertaining to the development of audiovisual instruction in Pennsylvania indicate the feeling that a separate course was the logical approach to pre-service teacher training. There

A. W. VanderMeer accepts PAVATE Honor Award Key from Eugene Powers, retiring PAVATE president, at a joint meeting with PENNAVID in October. Dr. VanderMeer was chosen on these points: demonstration of a broad concept of AV instruction; local and regional leadership in the use of AV techniques; procuring financial support; and contributions to communications research in the improvement of teaching. Looking on is Mrs. VanderMeer.

were those, however, who spoke of the problems of teaching a course separated from the context of use. Among them was Anna V. Dorris. In her visual education text of 1928 she advised that "special *courses* in visual instruction can be greatly simplified and shortened if instructors in educational procedure in geography, history and the like will include, in their courses on methods, principles involved in the use of visual materials. This development is the logical step and it is to be hoped that it will come in the near future." (5).

Thirty years have elapsed since this hope was voiced, yet no astute audiovisualist can honestly admit the fulfillment of this dream.

What, then, are some of the logical reasons why integration appears unfeasible for developing competencies in audiovisual instruction?

Today's AV Requires Fulltime Specialist

First, the range of content and complexity of audiovisual courses today demand instructor-specialists whose training in communications is characterized by a depth and breadth beyond the needs of the audiovisualist of yesterday. In the important task of abstracting useful knowledge from audiovisual literature, the specialist is confronted with a staggering number of important periodicals, in addition to the annual research contributions from major and sundry sources. In the area of doctoral dissertations alone, there are 577 titles listed in the Fall 1956 and Winter 1958 issues of the *Audiovisual COMMUNICATION REVIEW*. Who but a fulltime audiovisualist can devote the time and energy to synthesizing this information for the benefits of teacher training in audiovisual instruction? Certainly, one would not expect this of a general methodologist or a subject-matter specialist in an integrated course unless he too were an audiovisual specialist. The very task of maintaining an appropriate balance between the study of subject methodology and fulfilling the objectives of an audiovisual course seem insurmountable through integration.

A number of empirical studies bear on the assumptions that are essential to justify the integrated course. One such assumption is that teachers will "pick up" knowledge and skills in audiovisual instruction after graduation as they gain teaching experience. Evidence to refute this assumption is presented by Frederick A. White in his study of the AV competencies held by 125 teachers who had graduated from the University of Wisconsin in 1951. Only two of the group had had a formal course in audiovisual training. From this study White concluded that:

1. The teachers generally did not use all of the audiovisual methods at their disposal.
2. Those teachers who did use audiovisual methods did not perform at a high level of usage.
3. Knowledge of deficiencies among the teachers was limited to knowledge of methods.
4. Inservice programs could not be depended upon to improve audiovisual competencies.
5. Supervisors preferred beginning teachers to be fully prepared in audiovisual methods when they leave college. (6)

Harold Benda, in a study of the use of audiovisual materials in New Jersey concluded:

1. That students must not be expected to receive all their training in the use of audiovisual materials from other methods courses.
2. That the basic pre-service course should meet three times per week for one semester. (7)

R. W. Harris found from a questionnaire returned by about 2500 teachers in the public adult schools of California that:

1. Teachers with audiovisual training made twice as much usage, percentage wise, of audiovisual materials as compared to teachers without specialized training.
2. Teaching experience alone had no significant effect on usage of audiovisual materials. (8)

Maurice Camp, in his survey in New York State, found that:

1. There is a significant positive relationship between the level (separate course, laboratory course, integrated course) of audiovisual training and the extent of audiovisual utilization.
2. There is a significant positive relationship between the administrator's ratings of teacher competency and the extent of audiovisual utilization.
3. 97.6 percent of the school administrators surveyed felt a basic audiovisual course should be required of all classroom teachers. (9)

Research seems to show that a separate course in audiovisual instruction has a greater effect than other programs on the classroom behavior of teachers vis-a-vis audiovisual materials. The experiences of the past 30 years, furthermore, have not proved that integration of audiovisual instruction with other methodology courses is successful. Until subject methodologists become scholarly audiovisualists, integration seems to present insoluble problems. Probably the hopes for integration will be realized only when teachers are thoroughly trained in the competencies of audiovisual instruction *before* they enroll in subject methods courses. Even then it will require a well informed subject matter specialist to aid the students in completing the integration of audiovisual instruction with special subject areas.

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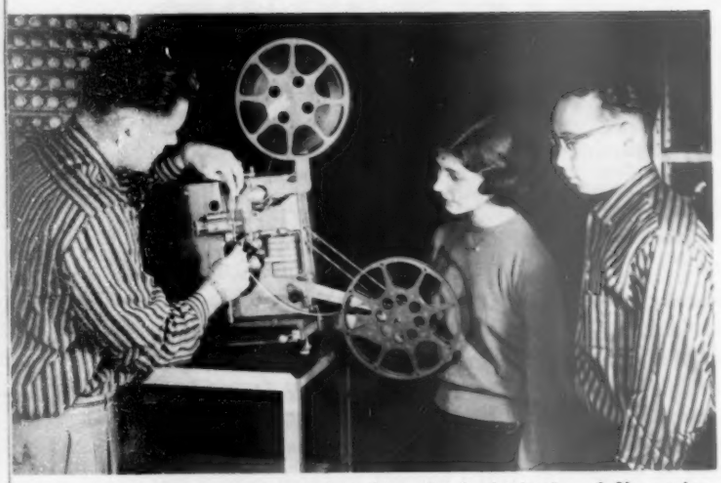
Brockport audiovisual center is partial to student teachers whether in the Campus School or nearby public schools.

the av



Bemused at this point by intricacies of film projection, these beginners in the AV course will be veteran equipment operators when they leave Brockport.

Faculty member leans over machine for better look as two students demonstrate how a tape recording is made from radio during open house at the AV center.

Sign maker at work. (Embosograf machine)

The student teacher gets into a habit of using AV materials by working with the supervising teacher and AV director.

SHERWIN SWARTOUT

laboratory/for learning that lasts

THE AUDIOVISUAL LABORATORY at Brockport* is the concern of all students and faculty. Laboratory activities permeate college life from the fifth grade in the Campus School to members of the faculty who employ audiovisual techniques in their classes (thus serving as examples for potential teachers who tend to teach as they are taught rather than as they are told to teach). Our State University Teachers College has one major purpose—to produce the best possible teachers for our public schools. This means we are in the business of changing habits and human behavior. It also means we must possess a clear-cut efficient theory of learning if we are to achieve our purposes.

In Brockport we believe that student teachers learn things in many ways and therefore encourage the use of varied teaching techniques. We also believe that learning that takes place in the laboratory is the most interesting, clear, and lasting—in short, the most efficient. Here the student has definite goals, the freedom to select methods and materials, and a plan by which he can evaluate results. The Audiovisual Service contributes by making materials and services available to all who wish to use them for the purpose of increasing teaching efficiency.

Potential teachers acquire the habit of using effective communication devices and techniques offered by the AV laboratory in their club and inter-scholastic activities even before they become concerned about teaching in the public schools. As students they are able to establish standards of using communication devices during homecoming, athletic events, mock elections, conferences, and meetings. They are encouraged to maintain open minds in solving these initial educational problems and thus are better prepared for the more serious work of student teaching. Whether they teach on campus (the Campus School) or in neighboring public schools, student teachers enjoy special arrangements with the laboratory which permit them to keep learning materials as long as necessary to assure proper timing in the learning process. They are also privileged to use a greater variety of materials in any given length of time than other students. Because materials are so easily available, student teachers acquire the habit of making maximum use of the most efficient teaching materials.

Students impatient to increase their knowledge of teacher education find their opportunity in the College Audiovisual Corps. Many are thus able to "earn while they learn," since audiovisual student personnel are paid a basic part-time wage for working as photographers, artists, projectionists, typists, television cameramen, and repair technicians. Each year one member of this college corps acts as coordinator of the Campus Schools Audiovisual Corps where pupils from the fifth grade and up learn to operate AV equipment. The latter carry check-out cards and

* State University Teachers College, Brockport, New York. The concern with the audiovisual laboratory on the part of students and faculty is more than casual, since they all contribute an annual fee through their student-faculty association. Though only a small part of the total budget, it permits services without charge on the campus.

"I'm having an interesting time looking over teacher education here in the Western states without any teaching duties," writes the author from San Jose. Professor of education and audiovisual director at Brockport Teachers College, DR. SWARTOUT *is on sabbatical leave for the purpose of studying Western methods of improving instruction.*

are the official helpers in audiovisual matters in the Campus School.

In these ways potential teachers at Brockport see competencies developed in the AV laboratory from the elementary grades up through the college faculty.

Faculty members throughout the entire college are given top priority in using AV materials and equipment on the assumption that learning environment improves with ease of availability. The faculty are invited to an annual open house in the laboratory to bring them up to date on the newer materials of learning. Although much of the equipment and many of the materials are purchased during the spring semester in anticipation of the next fall, there is continuous buying throughout the year. It is the policy of the audiovisual service to order those materials requested by faculty members through their representatives, but the Open House is an opportunity for all instructors to preview materials quickly and effortlessly.

It is imperative that all instructors keep up to date on materials, equipment, and techniques if desirable teaching habits are to be acquired by the students through example.

It is important to note that among students, competencies are developed at three distinct levels: acquaintance, knowledge, and behavior. These levels are achieved at various periods during the four-year college career—some in formal classes, some in co-curricular activities, and others perhaps as a result of maturity. But no matter where in the curriculum they are learned, the desired skill or ability must be demonstrated during the student teaching assignment.

Some of the Learning Is Assimilated

Much of the *acquaintance* with audiovisual competencies is the result of casual incidental talk among students and faculty throughout their college career. Some may occur in formal classes while achieving other academic purposes. The *knowledge* of audiovisual competencies is usually planned as part of a methods and materials course. The *behavior* level is the actual demonstration or use in a teaching environment.

At Brockport the basic competency goals have been reduced to five, namely: (1) an awareness of the value of audiovisual materials in learning; (2) a knowledge of modern audiovisual materials and equipment and local procurement sources; (3) ability to operate equipment efficiently; (4) the ability to teach others appropriate use of audiovisual materials, and (5) the ability to use audiovisual materials effectively and efficiently with children.

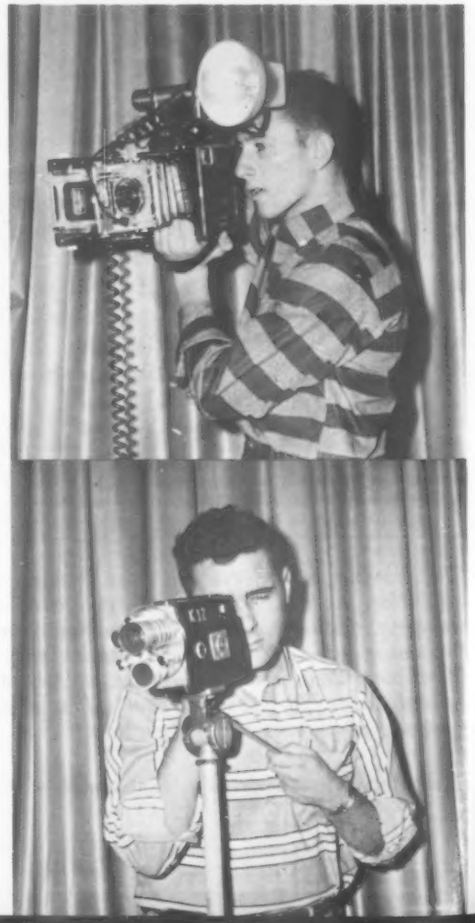
The importance of acquiring audiovisual competencies is recognized by the All-College Curriculum Committee in that they have allocated a number of semester hours for the education sequence, three of which have been assigned to the audiovisual field by the department of education.

The education department has also outlined the more important skills in several general areas. One of these is the ability to operate audiovisual equipment even though projectionists are provided upon request. Persons who know how to operate equipment have fewer fears concerning its use and therefore tend to use it more appropriately and frequently.

Ability to operate equipment and familiarization with modern audiovisual materials on the part of Brockport potential teachers is assured by scheduling time for each student in the AV laboratory. This time is part of a regular academic course and as such, makes use of tests which have a bearing on the final grade achieved in the course. This provides students with adequate incentives to experiment with the means of learning early enough in their teaching careers to make the experimental attitude a permanent part of their behavior. With this attitude they automatically, without fear, select the AV means offering most promise for their purpose.

The Brockport audiovisual laboratory is a place for experimentation, complete with materials, secretarial help, and consultant service. It has long been recognized in the laboratory that AV materials are merely a means to an end. For example, the end (what is to be taught) is usually determined by department or curriculum committees. But the means by which the faculty achieves these established goals is optional. Thus when a faculty member or student comes into the laboratory, it is the responsibility of the audiovisual personnel to provide him with materials and ideas. And while materials are plentiful, it is not their quantity that pays off, but how they are used. Hence consultants are emphasized. The laboratory has at its disposal artists, secretaries, technicians, projectionists, photographers, television cameramen,

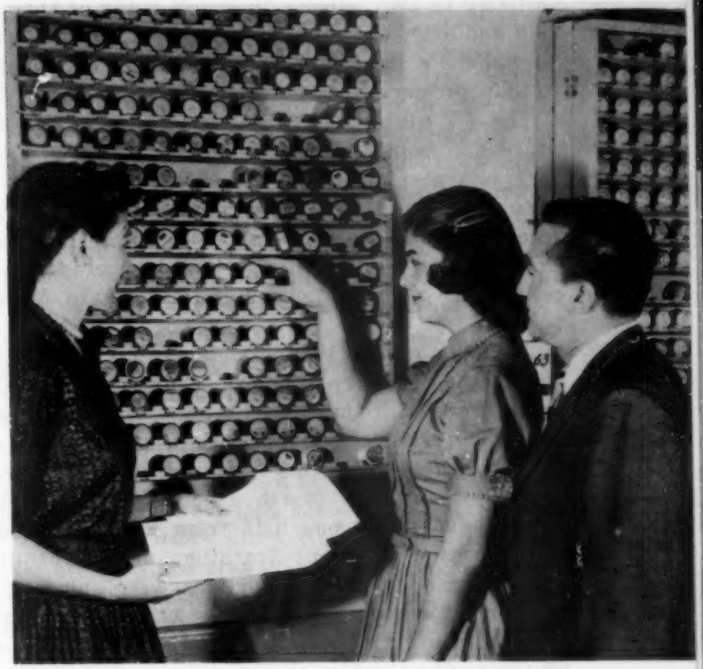
A fount of technical learning. The center offers both still and motion picture photographic services.



and curriculum specialists. The range of materials includes films, slides, models, dioramas, filmstrips, recordings, duplicating materials, exhibit boards, large transparencies, pictures, drawings, graphs, pamphlets, catalogs, and guides, and all sorts of audiovisual equipment and devices. Audiovisual personnel at Brockport have a firm belief that people learn by doing. Therefore the attempt is to furnish just enough help to assist the potential teacher or faculty member select wisely in terms of his purposes.

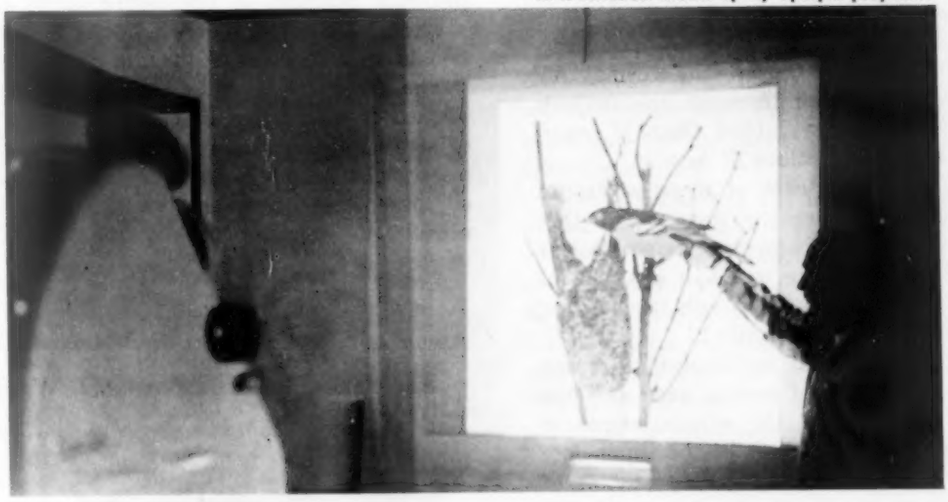
The policies which govern the AV laboratory are developed by an all-college audiovisual committee composed of elected members from every department for the purpose of advising the audiovisual coordinator. The coordinator, in turn, is a teaching member of the education department. The dean of instruction and assistant dean are directly concerned with the work of the AV laboratory in both pre-service and inservice audiovisual education as shown in Figure 1. It is this concern and resultant support which permits Brockport State Teachers College to produce modern, efficient teachers who have outstanding ability to solve current educational problems for our public schools.

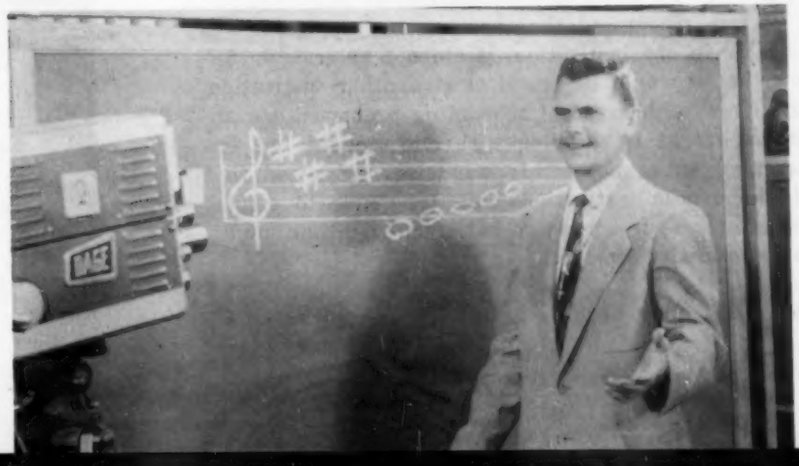
FIGURE 1



Filmstrips galore. A maximum of materials and consultants but a minimum of direct supervision is philosophy at Brockport.

Biology instructor is able to point out details in illustration blown up by opaque projector.





Availability leads to experimentation. This teacher willingly tries his hand at TV teaching.

HOW DOES A UNIVERSITY provide for the achievement of necessary AV competencies for its pre-service teachers?

The current program at the University of Oklahoma, although still in the developmental stage, was initiated in 1957 after a thorough study of this question and after a special study to determine the extent to which its graduates had achieved AV competence in their pre-service preparation.

The AV course offered at the university for many years had been on an elective basis. An AV laboratory was also available, but with limited space and personnel. Most education courses were taught by teachers who made only limited use of AV materials. Consequently not all pre-service teachers were receiving the necessary opportunities to gain AV competence.

A survey of the 1956 graduates of Oklahoma colleges made by Harry Zimmerman revealed that of the teachers who felt that they possessed adequate knowledge about the place of AV in learning, less than one-fifth indicated that they received it from an AV course. About one fourth received it in methods courses and about one half from a combination of experiences in student teaching, methods courses, and AV courses. The proportions were substantially the same for such competencies as operating equipment, utilization of materials, and production of simple instructional materials.

Thus it was apparent that if the pre-service program at the University of Oklahoma was to provide for the achievement of necessary AV competencies for all pre-service teachers, opportunities had to be expanded beyond the AV course.

In planning for revision and expansion, serious consideration was given to practices used at other institutions over the country. A study of these practices revealed four main patterns: the formal AV course, the integrated or fused approach, the methods course, and the AV laboratory. (See Okoboji report on page 4 for detailed descriptions of each.)

A good case was made for each of these programs. However, the fundamental problem was not whether one approach to gaining AV competencies was better than another, but rather "how well can any one of these plans achieve adequate AV competence among pre-service teachers in our university?"

Regardless of the theoretical justification for each method, from the standpoint of reality none of these methods, to the exclusion of the others, appeared likely to succeed at our institution in the immediate future. Thus it was obvious that the basic factor of feasibility for a given situation had to be considered.

It was recognized that because one approach was feasible in one institution, it did not necessarily follow that it would be practical at another institution, and likewise, because of scheduling problems, one approach might be feasible with one student but impractical with another. It was also recognized that single-purpose institutions might be able to employ one single approach more satisfactorily than multi-purpose institutions.

A Multiple Approach for a Multi-Purpose Institution

Some of the factors which greatly affect the manner in which provision is made for the achievement of AV competence were found to be: (1) the complex student counseling in most multi-purpose institutions, particularly with secondary education students; (2) differing program requirements in secondary and elementary education; (3) subject orientation of college teachers; (4) differing concepts about methodology and materials at the professional level; and (5) emphasis on general education with less time for professional education.

Because of the complexity of the many factors which affect a program in a multi-purpose institution, it was found that no single approach would be satisfactory at the University of Oklahoma.

Counseling at the secondary level was done by appropriate departments in the Arts and Science College under a program that limited the amount of education a student could take to 21 hours. Thus, it was practically impossible for some students to enroll in an AV course. The integrated approach was unsatisfactory because of the subject orientation and differing concepts of professors, some of whom had a strong feeling that a variety of methods and materials was unnecessary at the college level.

The most practical approach for the university seemed to be that of employing *some or all of each of three approaches in combination.* This required a master plan which would increase the probability that all prospective teachers would have achieved the needed AV competencies by the time they entered

W. R. FULTON

DAVI's topmost authority on teacher education. Chairman of the Teacher Education Committee. Co-author of an article on teacher competencies appearing in the January PHI DELTA KAPPAN.

upon student teaching or at least by the time of graduation.

The first step in this was to set up a requirement that all students present a certificate of AV competence to the director of student teaching before being admitted. The determination of this competence is made by the professor and staff in charge of the AV laboratory from an approved list of AV competencies covering in general such things as (1) a working point of view with respect to audiovisual materials, (2) knowledge about and experience in locating, selecting, evaluating, and use of all kinds of AV materials, (3) ability to prepare some of the simpler types of AV materials, and (4) skill in the operation of common types of AV equipment. At present the determination of AV competence is extremely subjective; however, a good deal of progress has been made on the development of an evaluative instrument which it is hoped will be more objective.

The student has opportunities to achieve AV competencies through one or more of the following: (1) the completion of a formal AV course; (2) through project participation in methods courses in combination with laboratory assignments; (3) through experience in an AV laboratory with appropriate space, materials, equipment, and adequate personnel, and open at all hours of the day and at least one evening each week (students who lack skill in operation and utilization are scheduled for work in the laboratory until they are certified); and (4) through liberal use of appropriate materials by many of the teachers of the professional courses in their day-to-day instruction. Much use of students is made in the latter, both in selection and utilization practices, and in the operation of projection equipment.

The master plan at the University of Oklahoma calls for the development of the combination approach in stages. The first stage was to implement two aspects, the formal AV course, and integration of AV with the methods courses. The second stage was to implement the AV laboratory approach.

The formal AV course is not required, but is elected by about 40 percent of the pre-service teachers. Most of them, but not all, are elementary majors who have more flexibility in electing education courses than do secondary majors.

The AV course consists of much the same elements found in most such courses at other institutions. Here, we emphasize the psychological place of AV materials in learning, and stress demonstrations of the various skills required of teachers. Students are required to attain needed AV skills through planned experiences scheduled in the AV laboratory. Thus, the course is divided approximately into two parts, about 30 clock hours of lecture and demonstration and about 30 of laboratory work.

Audiovisual methods and materials are an integral part of the educational methods courses for elementary majors. Appropriate AV materials are used as a regular procedure in these courses, both by students and faculty. Students are required to integrate AV materials and methods in the preparation of projects and unit plans. Those who participate in this are rapidly expanding their experiences to include much more than poster making and bulletin board construction which formerly were the principal activities. The liberal use of the AV laboratory by these students has become a meaningful experience.

In the current development of the third stage—the AV laboratory approach—we are faced with serious defects. The most important of these is the fact that no provision is made for students not completing the AV course to achieve competence in needed knowledges and understanding of AV concepts. This we hope to solve through a series of seminars for pre-service teachers just prior to their student teaching assignments. Even so, the AV laboratory is proving useful in developing the functional skills needed by teachers.

The AV laboratory is situated adjacent to the curriculum materials center and its scheduled use is supervised by the control clerk in the center. Small student-conference rooms, which may be used for preview, are also adjacent to the curriculum center. Another room in this suite is used for the production of simple graphic materials, such as charts, graphs, posters, and handmade slides. Supplies and materials for this are provided free of charge to students and are checked out through the control clerk.

This arrangement appears to be highly satisfactory, inasmuch as students while using the curriculum center for preparation of projects assigned in connection with other courses may also preview AV materials and produce simple graphics for these projects.

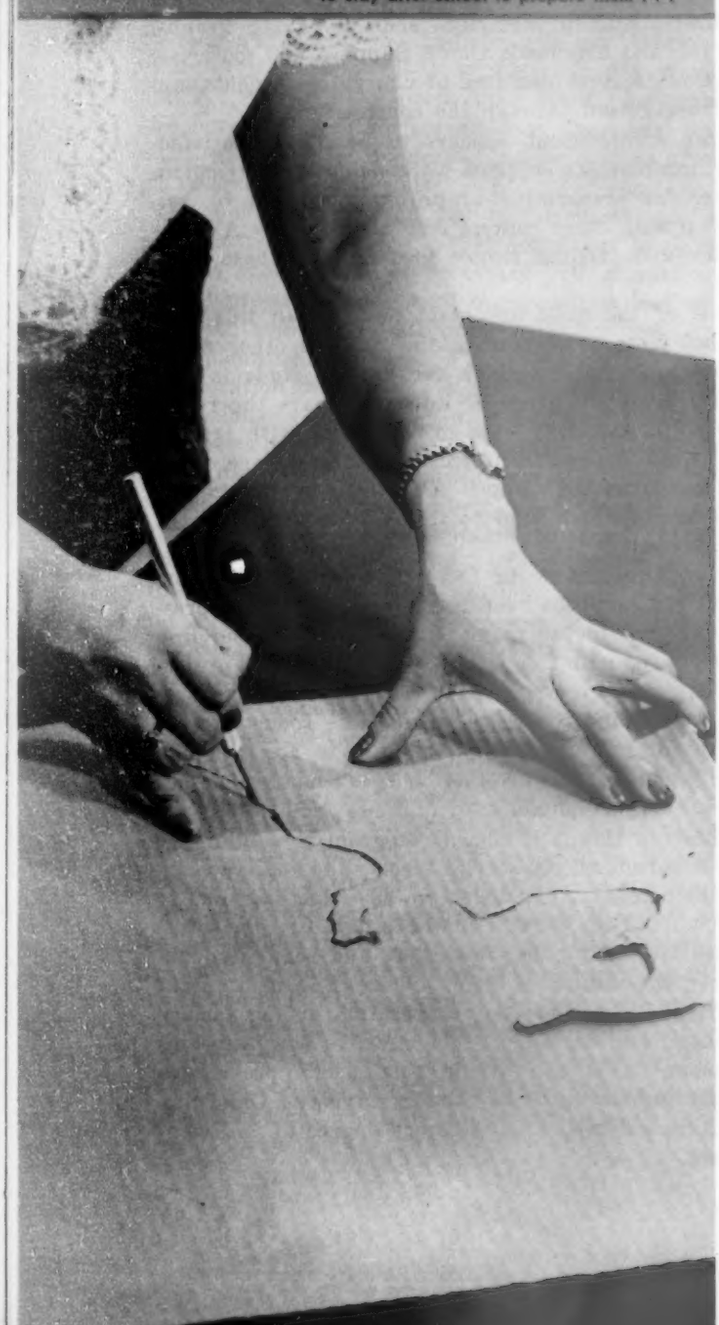
One of the most important elements in this plan is that films, projection equipment, and other materials are available to both faculty and students free of charge. The College of Education pays the rental fees on all materials used in connection with regular class work. Films and projection equipment are requisitioned from the campus AV center by the control clerk and are delivered to the AV laboratory at the time needed.

Also important is the fact that adequate classroom projection facilities have been provided. At the present, eight of the 12 rooms in the Education building are equipped with full-closure blinds into which projection equipment may be carted from the AV laboratory for projection purposes. Two of these rooms are reserved for projection only, in order to accommodate faculty and students of other colleges who have classes scheduled in buildings without these facilities.

Although this is a difficult program to administer, it does permit all pre-service teachers to achieve some AV competence. Admittedly, we have not had time to work out all the defects in the program; some of it is still largely a paper operation, and some students achieve only limited AV competence. But, as we gain experience, develop closer cooperation among faculty members, and develop a more effective evaluative instrument, it is conceivable that every pre-service teacher graduating from the University of Oklahoma will have achieved a satisfactory degree of AV competence.

no time for aids

A plea for the 11-month school year



". . . they learn from these tools only if the teacher is willing and strong enough to stay after school to prepare them . . ."

RAYMOND WYMAN

"NO TIME FOR AIDS." How often audiovisual promoters have heard this excuse from teachers who were not using their favorite tools. Every experienced supervisor or coordinator has a well-prepared answer. He can point out how proper use of aids will save rather than require extra time, and he can probably quote the research that proves it.

But the time that he is talking about saving is presentation time, not preparation time. The fact of the matter is that the use of audiovisual techniques requires more preparation time outside of class in order to save presentation time during class. Audiovisual specialists must not only strive to provide teachers with the equipment and materials when they are needed and a proper classroom in which to use them; they must also strive to provide the equally necessary facilities and preparation time.

The traditional school day was not planned with wide and good use of audiovisual aids in mind. It was planned for another kind of teaching to prepare students for another kind of world. The typical school day of five to six hours and school year of 180 days were planned for verbal instruction and a primitive rural economy. Both have changed, but we continue essentially the same schedule.

When education was largely verbal, teacher preparation could be as easily made outside of school as in it. Teachers arrived with the pupils or very soon before, and left with them or soon afterward. Children were needed during the summer to work on the farm and to do household chores. Teachers were also needed for other work, and teaching was expected to be a part-time, semi-professional job. The school plant investment was so small that it made little difference whether it was operated efficiently or not.

Times have changed. Children are seldom, if ever, needed for summer employment by their parents. Teachers have been specially trained for a demanding and important profession that needs to be full-time in order to attract and retain capable people. Graduating college seniors with enough credits for teaching are often faced with the choice of $4000 for 40 weeks of teaching or $5000 for 50 weeks of other employment. Many of them cannot, or will not, afford the luxury of ten extra weeks of vacation or the prospect of finding employment during the summer (probably non-professional).

Professor of education at the University of Massachusetts, the author is president of the Massachusetts Department of Audiovisual Instruction (DAVI affiliate). *His article in the July 1957* AMERICAN SCHOOL BOARD JOURNAL, *"Full Employment of Teachers and Schools," is listed in the bibliography of the* NEA RESEARCH MEMO *for July 1958. Single copies of the* MEMO *(The All-Year School) are free from the NEA Research Division.*

Education has changed too. In addition to the traditional reading, writing, listening and recitation that filled most school hours, classrooms now have very active and complex teaching-learning situations. Children learn from bulletin boards, posters, flannel graphs, filmstrips, overhead transparencies, motion pictures, models, mockups, recording and many other materials and devices. But they learn from these modern tools only if the teacher is willing and strong enough to stay after school to prepare them for the next day.

We must rearrange the school day and year to suit the needs of modern teachers and teaching. In this area we can take a lesson from the experimenters in educational television who have learned so much about effective teaching. It is not through accident or chance outcome that teachers make superior presentations over television, and in less time than usual. When a teacher plans a TV lesson he is given advice and help in the selection, preparation, and presentation of suitable aids. He is persuaded to rehearse. This essential preparation requires extra time outside of the actual presentation. A teacher giving a course on TV is allowed fewer teaching, but more preparation, hours.

A Lesson Learned from TV

Ordinary classroom presentation without TV can be tremendously improved by this same provision. We must decrease presentation time and increase preparation time. TV preparation is done in the studio or special workroom. Class preparation should take place in the classroom, school office, or workroom.

With the current demand for increased and improved education, this is obviously an inopportune time to decrease total classroom contact hours. However, if the decrease in teaching hours per day were accompanied by a corresponding increase in the length of the school year, then substantial improvements and advantages could be realized. The traditional schedule allots five to six class hours for 160 to 180 days. The teacher has two to three hours per day to evaluate student accomplishment and do the countless things necessary to prepare the next lesson.

I am suggesting a four-hour class day and a four-hour preparation and evaluation session each day for 225 days to make a total class time equal to that of the present. The 225 days would require 11 months.

This plan is no relative of the "half session" that is now common where there are not enough classrooms to go around. I have no use for the short session coupled with the short year because children are cheated and teachers tend to leave. I am suggesting a shorter session in the classroom and a longer preparation session each day for a longer year in order to improve education and increase the stature and attractiveness of the teaching profession.

If teachers are to work daily at their jobs for 11 months, rather than nine or ten months, they should have their salaries increased about one-fourth, which would bring them into line with those of similar professional people.

A possible arrangement would be to schedule classes from 8 a.m. to 12:15 p.m. each day with a 15-minute break during the morning for pupils and teacher. After lunch the pupil would be home, at the library, in recreational activities, or at a part-time job. The teacher would be back at school making the necessary preparation and evaluation for the class sessions. No teacher would need to take homework away. Teachers need their evenings for relaxation and other activities, just as other professional people do.

This arrangement would require that school buildings be heated and open from 8 a.m. to 5 p.m. daily. Teachers who finished their work ahead of schedule would be invited to experiment, preview materials, read professional literature, and so on, but asked not to leave the building except for special occasions.

Many improvements can be predicted for the inauguration of this "fifty-fifty" schedule, among the most important, of course, more efficient teaching. Many teachers are worn out by five to six hours of classroom teaching. Their voices, patience, and new ideas are exhausted. In order to survive they resort to busywork or other dilute forms of education. Most teachers could do a much higher level of class work for four hours. Long afternoons would permit thorough and extensive preparation. Films and other aids could be adequately previewed, bulletin boards prepared, exhibits arranged, duplicating masters prepared and run, recordings made and edited, photos taken, and transparencies made. There would also be time for experimentation. The usual paper work and reading now so often done outside of school could be disposed of in a work atmosphere specially equipped with reference and resource materials.

Teachers would be available at a scheduled time each day for individual conferences with their administrators and supervisors. Everyone who has tried to work with teachers under existing circumstances knows how difficult it is to find time for conferences. If they are called during class time, the pupils suffer. After a long day crowded with classes, the teacher is in no mood to plan and discuss a program; often he resents an intrusion on time which he feels is his own. Teachers would also be available almost daily for visits from parents under a half-day teaching schedule. Formal meetings, teacher committees, and even formal courses by extension professors might be scheduled for part of some afternoons. With longer and more relaxed preparation hours teachers would also be more likely to trade ideas among themselves.

Afternoons would find children in the library.

Long summer vacations are a time for forgetting.

Extra hours for a better part-time job.

One month of summer vacation would permit far less forgetting by students. As it is, some teachers have indicated that September is largely devoted to review of material forgotten during the long summer recess.

Expensive school plants would be more completely utilized by an eight-hour day for 11 months per year. This would be of some comfort to taxpayers who are becoming more and more concerned about building and maintaining costly plants that are idle so much of the time. The working hours of clerical and technical assistants could also be put to better use. Whereas these assistants are now rushed before and after school and between classes, they would, under the proposed arrangement, be available to their professional colleagues for half of each day. There seems to be a real opportunity to make more and better use of semi-professional people in schools, but there must be considerable out-of-class time for collaboration between them and the professional staff.

The proposed schedule seems equally usable for both elementary and secondary school, with minor variations. It might be desirable to change it slightly during the short winter days so that small children would not be away after dark or out too early in the morning.

While many advantages could be derived from the half-day schedule, certainly such a radical departure from the traditional system would meet with many objections. Teachers who have looked upon their jobs as part time would be most unhappy. The long summer vacations and free afternoons would be gone. Teaching mothers who have been going to and from school with their children would either have to become full-time career women or resign. (Other teachers who want a professional career for a full year at full salary seem to welcome the idea.) The school's salary budget would increase by one fourth (although administrators and service personnel are often employed on an 11-month basis in any case.) For the extra salary the community would undoubtedly get a better staff, and one permanently attracted to the teaching profession.

The extra budget for salaries might be offset by savings in school construction in the many communities where new schools are needed. If students use a classroom only four hours per day, it is obvious that two shifts could use the room each day. This would, it is true, mean minor classroom changes and movable equipment. It would also require offices and a workroom for teachers not in class. Putting a school on double sessions, even for the long year, without providing essential space and facilities would be a big mistake. Even so, offices and a certain amount of duplicate equipment would add up to much less than new classrooms. (Double offices could be shared by a morning and afternoon teacher.) The interest alone on a $1 million building would provide 30 teachers with an extra $1000 per year.

Some parents would object to having children home for half of each day. However, the school has no responsibility for providing baby sitters or keeping children off the streets. Furthermore, many pupils would do better homework in the morning or afternoon without the competition of evening entertainment, as, for instance, those in homes where parents expect their children to study in the evening while they relax and watch TV. Older students who need to work might have opportunities for more satisfactory employment with part of each day free rather than a full day for three months and a few after-school hours the rest of the year.

School maintenance personnel would object to the proposed system because their cleaning and painting would have to be scheduled around classes. However, no other industry can afford the luxury of empty buildings for maintenance purposes for 185 days per year.

This complete re-scheduling of the school day would require considerable change in many school details such as lunches, buses, homework, extracurricular activities, and so on. However, since the plan has never been tried there is no way of knowing whether these would be matters of adjustment or obstacles of importance. The proposed plan is in no way similar to the supplementary summer programs or double sessions.

The way that we have scheduled teachers, students, and classrooms has perpetuated a traditional kind of teaching that is not as good as our students need and deserve. It is time that we let audiovisual aids demonstrate their true worth in classrooms by providing the schedule necessary for their wide and good use.

DAVI Salutes These Pioneers

WHEN NAEB met in Omaha last October they awarded Franklin Dunham their 1958 Citation of Merit for his dedicated services to educational radio and television "covering a third of a century." A look at Dr. Dunham's background reveals a man of cultural attainments worthy indeed of NAEB's highest annual honor.

A New Yorker and Columbia University law student, Dr. Dunham turned to music, earning a doctorate from the old New York College of Music and spending several years at work and in study in the principal cities of Europe. He has been decorated by the French Government for work in the field of recorded music, and honored by Trinity College in London where he served as educational director of Aeolian Hall.

He inaugurated the music department in Fordham University's school of education in 1928 and established the first sponsored program of symphonic music over NBC. From 1930 until World War II he was NBC's educational director.

During the period of the development of radio and motion pictures he carried on courses in audiovisual education at Teachers College, Columbia University, establishing summer courses at both Columbia and Harvard. In 1945 Dr. Dunham was designated chief of radio for the U.S. Office of Education, and in 1950 was made chief of radio-television. Here he continues to serve, keeping in touch with new developments in this advancing field.

Franklin Dunham

"Judith Rue was one of the most active state membership chairmen we ever had," remarked a member of the DAVI national staff when news came that Miss Rue would retire last May after 42½ years of teaching (all except four months) in the North Dakota public schools. AV director in Bismarck at the time of her retirement, Miss Rue's career exemplifies the teacher who starts in a rural school and grows in her profession.

A DAVI member of 14 years standing, she saw the importance of AV long before it was adopted in North Dakota schools. Traveling summers to Colorado, Michigan, and Wisconsin, she was able to get her AV courses, then worked indefatigably to put her ideas across—not only in her own school system but on a statewide basis, operating through chairmanships of AV sections in the NDEA and Congress of Parents and Teachers.

Starting from scratch in Bismarck, she taught teachers how to operate films, personally distributing them when need be, and acted as film splicer, projectionist, correspondence clerk, and general AV trouble shooter. Eventually she became known as an AV authority in her community and the state, and like all good audiovisualists finished by teaching AV courses at the college level— in this case, the Bismarck Junior College.

Dorothy Moses, clerk of the Bismarck board of education, paid her this tribute: "The fact that we have so much fine audiovisual instruction in our state is largely due to the work of Judith Rue."

Judith Rue

FRESH out of college 35 years ago, Ellsworth Dent arrived in Lawrence, Kansas, to begin his career in education — organizing extension courses for the University of Kansas. Reporting for work, he was asked to take temporary charge of the slide and film library. "The director didn't know if I knew one end of a projector from another," Dent recalls, "and I wasn't sure either. So I just kept quiet and went to work."

A few months later when Dr. Dent (still on the job in the film library) was offered a chance to stay, he chose the possibilities of visual instruction in preference to adult education. As he puts it: "An accidental entrance but a decisive choice to remain."

Since then Dr. Dent's career has paralleled the growth of the AV field in many respects. At the University of Kansas he published VISUAL INSTRUCTION NEWS *a magazine which reached 8000 circulation before it was merged with* ED SCREEN. *At Brigham Young University he started the bureau of visual instruction which was to become one of the largest AV centers in the country. An invitation to Washington to help develop films and filmstrips for CCC camps led to the organization of the Division of Motion Pictures for the Department of Interior. From the Government, Dr. Dent went to RCA, to SVE, and finally to Coronet to help organize their sales programs for 16mm films.*

As Coronet vice president, Dr. Dent has participated in more than 100 educational conferences and workshops in this country and Canada. One of his major concerns is the future of the audiovisual field, which he thinks has been deterred by inadequate training of teachers. Reflecting this concern, Coronet will make available to teacher education institutions at low cost a carefully selected group of 50 films.

Ellsworth Dent

HARD WORK AND HORSEPLAY

by Otis McBride

A PAIR OF SLAVE DRIVERS: Horace Hartsell, left, and William Gnaedinger, co-chairmen, pushed the conferees through four days of hard thinking about pre-service education. General sessions led to smaller meetings for working out details—then back to general sessions for reporting. The fun, horseplay, and camaraderie were there—but the work went on under the relentless prodding of these two.

COFFEE CUPS—OKOBOJI HALLMARK: Ann Hyer (at right with back to camera) in conversation with Jordan Larson, Mount Vernon (New York) public schools who represented the School Facilities Council. Addressing the first general session Saturday evening Superintendent Larson stressed as one factor the importance of stimulating curiosity in teachers during pre-service training. To the right of Mr. Larson is Mrs. Larson and at extreme left Fru Inga Millar of Norway. Said Fru Millar: "I am going back to Europe with worth-while impressions. The way you get going on your problems is marvelous."

BRUCE MAHAN: For four years Dean Mahan of the University of Iowa extension division had been welcoming delegates to Okoboji. This year a surprise was in store for him in the form of a new watch, a gift from this and past conferences. Dean Mahan, who will retire next June 30, couldn't have looked happier.

UP IN ROGER'S ROOM: One of the five group sessions working up a list of AV competencies (see page 4). Roger Albright in fancy sweater with back to camera was formerly executive director of Teaching Film Custodians. Conferees paid tribute to FAC, a staunch supporter of the Okoboji Conference (financial and otherwise) and to Mr. Albright for his personal contribution. Facing the camera, l to r, Russell Bagley, Forest Moore, and Cecil Wilkinson.

ELLSWORTH DENT (center) in a brown study with Bob Snider. Dr. Dent who represented NAVA and kept in touch with Don White in Washington summarized the National Defense Education Act a few hours after it was passed. To the left of Dr. Dent is Edgar Lane and facing the camera, Edith Lind, Convention Program Chairman, who just made it back to Seattle after the Conference ended (see page 222 October issue).

TOP FIGURES IN DAVI: President Charles Schuller, left, Ann Hyer, executive secretary, and Walter Bell, president elect. Unable to attend the whole Conference, President Schuller surprised conferees by dropping in Monday afternoon with his family. He participated in the Tuesday session devoted to a discussion of the National Defense Education Act.

BREAKFAST: Mary C. (Kitty) Hedquist and Cecil Wilkinson, Canadian delegate. This would be the last Okoboji conference for Kitty who retires this spring to take up fulltime duties of motherhood and homemaking. Mr. Wilkinson paid this tribute to the Conference in the final session: "Do not change your 'unstructured structure' for it really brings worthwhile results. May Okoboji long be a tradition in our lands."

STALWARTS Bildersee, Fulton, and Bell. In his Conference summary, Dr. Fulton, DAVI's authority on teacher education, said that after scaling the heights in previous years the Conference achieved "depth" in 1958. Dr. Fulton referred to the compilation of AV competencies in the context of preservice education as "unique." Others who addressed the Conference in earlier sessions were AVCR Editor William Allen who reported on the research in pre-service training (which he pronounced meager); Bob deKieffer who presented the results of a study of 10 years of audiovisual development in state departments, colleges and universities, and David Pascoe whose report on competencies is found on page 6.

OFFICIAL ANECDOTIST Otis McBride is seen here with Harriet Bick who looks as if she were hypnotizing someone at the next table. Dr. McBride was charged with getting each general session started off on a high level.

GROUP DISCUSSION: left and clockwise, Ralph Hall, Recorder Richard Hubbard, Mary C. Hedquist, Harriet Bick, Clyde Jackson, F. Edgar Lane, Edith Lind, and, resting on his elbow, A. J. Foy Cross. Dr. Cross, on whose brief remarks the Conference ended Wednesday likened the Okoboji meeting to a satellite orbiting at "terrific speed." "Our problem now," he told the conferees, "is to get down to earth from those lofty heights . . . to the practical problems of effective application of audiovisual procedures to the job of education."

For Your Information

A Report on the National Defense Education Act

by Anna L. Hyer

EIGHTY THOUSAND COPIES of a report issued by the conference called by the Council of Chief State School Officers at Michigan State University in November is being distributed through state education departments.

The title *Standards for Materials and Equipment for the Improvement of Instruction in Science, Math, and Modern Languages* reflects the purpose of the conference: to consider the requirement that state education agencies establish state standards for the materials and equipment to be acquired under Title III of the National Defense Education Act. (Financial Assistance for Strengthening Science, Mathematics, and Modern Foreign Language Instruction.) Charles Schuller represented the audiovisual field. Other consultants were present from the mathematics, science, and modern language fields.

In the November issue of AVI (page 249) I mentioned three leaflets pertaining to Title III to be published by the U. S. Office of Education. Plans have been altered somewhat. A publication *Regulations Applicable to Title III* was published in November. In December a revised and expanded set of regulations was published. Also available is a suggested format of a state plan with suggestions for development. It will probably be late January before the question and answer booklet is available.

A rumor is afoot that TV receivers do not qualify as audiovisual instructional equipment under Title III. This is not true. However, TV sets so obtained must be used in a classroom as defined in the regulations.

The state plan must indicate from what sources funds can be obtained to match federal moneys. The funds can come from a single school, a school district, a combination of schools, a combination of districts, state funds, or any combination of these if so stated in the state plan.

If a state plan so provides, supervisors of science, math, modern language, or AV personnel working in the improvement of instruction in these three areas can be hired by the state and assigned to local or regional school systems. They can also, of course, work out of the state department of education. Funds for supervisory services must be used for expansion purposes and the funds must come from the state level.

A clarification in meaning: Title III, Section 303 (2), requires states to "set forth principles for determining the priority of such projects in the state for assistance under this Title. . . ." Priority in this case does not refer to materials and equipment *per se*. The state plan, however, must state the criteria which will be used to determine which local project applications will have priority. This involves the type of projects the state wishes to support for improving instruction in science, math, and modern languages, at which educational levels these projects should be instituted, and how available moneys should be distributed. For example, a state could decide to divide the money equally among all schools, but this would so limit the amount for each that very little improvement of instruction would result. Most states will probably attempt to set up some way of determining need and ability so that the best possible advantage can be made of materials and equipment requested under a local application.

The "minor remodeling" referred to under Title III means renovation of existing space and must be tied in with improved use of materials and/or equipment acquired through a project.

As of December 3, Dr. Ludington said that 25 states had submitted tentative plans and that none had yet been approved at that time.

New developments and information under other titles are:

TITLE VI: LANGUAGE DEVELOPMENT—This program provides funds for the establishment of institutes in colleges and universities to improve the skills of elementary and secondary school teachers of modern foreign languages, and centers to undertake research and training in rarely taught foreign languages. A descriptive brochure on the program and forms to elicit reactions from colleges and universities have been mailed. Both the centers and institutes will be in operation by this summer. Teachers will be eligible for stipends at the rate of $75 per week for the period of attendance with $15 per week additional for each dependent.

TITLE V (PART A)—GUIDANCE, COUNSELING AND TESTING: This program is designed to reduce the number of able students who drop out of high schools and colleges by helping to identify abilities at an early stage and encouraging the fullest development of talents. Proposed policies have been completed and sent out to states.

TITLE V (PART B): COUNSELING AND GUIDANCE TRAINING INSTITUTES—The institutes will increase the number of qualified guidance and counseling personnel and improve the competence of those now working in this field. A descriptive brochure has been distributed and a register of interested colleges and universities will be completed in the near future. Stipends

Do You Need Further Information?

ABOUT RESEARCH PROJECTS? If you want information about submitting research or experimentation projects under Title VII write to Kenneth Norberg, Consultant, New Educational Media Branch, Division of Statistics and Research Services, Department of Health, Education, and Welfare, U. S. Office of Education, Washington 25, D. C. Ask for a copy of the field letter inviting project proposals, summarizing the purposes of the title, and suggesting data for inclusion in fund applications.

ABOUT STATE AND LOCAL ASSISTANCE? Write John R. Ludington, Division of State and Local School Systems, U. S. Office of Education. (See address above.)

FINANCIAL ASSISTANCE TO HIGHER EDUCATION? Write to Homer Babbidge, Assistant to the Secretary of Health, Education, and Welfare. (Address above.)

similar to those under Title VI apply also to guidance institutes.

TITLE VIII: AREA VOCATIONAL EDUCATION PROGRAMS—This program is designed to give training of less than college grade to young people and adults in highly technical skills essential to the national defense effort. Purchase and rental of audiovisual instructional materials and equipment are provided for. Proposed policies and a guide have been distributed to the states, a majority of which expect to have programs started early in 1959.

TITLE II: LOANS TO UNDERGRADUATE STUDENTS—A questionnaire has been distributed to determine the interest of colleges and universities in obtaining funds for student loans. Funds will be available no later than February 1, 1959.

TITLE IV: GRADUATE FELLOWSHIPS—The initial assignment of fellowships will be made in the spring of 1959 permitting students to enroll for the 1959 fall semester.

TITLE X: (Section 1009) STATISTICAL SERVICES—The purpose is to help states improve the accuracy, speed, and scope of their statistical services in order to improve nationwide data on the progress of education. Policies and procedures for this program are now in the hands of the Chief State School Officers. (For information write James E. Gibbs, Jr., at the Office of Education.)

DAVI Rates Two on Advisory Board

L. C. Larson

Elizabeth Golterman

Recently appointed to the Advisory Committee called for under Title VII (Research and Experimentation in New Educational Media) are L. C. Larson and Elizabeth Golterman. This is a high honor for these DAVI members who have the congratulations and best wishes of the entire organization as they undertake this strategic assignment. Past president of DAVI, Mr. Larson is director of the audiovisual center at Indiana University; Miss Golterman is director of the audiovisual division, St. Louis public schools.

Other appointments to the Committee are Glenn T. Seaborg, chancellor, University of California at Berkeley; the Very Reverend Robert J. Slavin, O. P., president of Providence College (Rhode Island); and Howard Nostrand, executive officer, Department of Languages and Literature, University of Washington. Dr. Nostrand, who is a member of the Modern Language Association's audiovisual committee, will be on the program at the DAVI National Convention in Seattle.

Also appointed to the Committee were Austin Meadows, State Superintendent of Education for Alabama; Scott Fletcher, president of the Fund for Adult Education; Leland Hazard, Pittsburgh Plate Glass Company; Ralph McGill, editor of the ATLANTA CONSTITUTION; *Clayton Brace, assistant to the president, Alladin Broadcasting Corporation, Denver; Richard B. Hull, director of radio and TV broadcasting, Ohio State University; and Wanda Mitchell Television Project, Evanston Township High School. Both Miss Mitchell and Mr. Hull are well known to DAVI members through shared meetings and seminars.*

PERSPECTIVES

"THESE DAYS, as we prepare to administer the National Defense Education Act, we are often tempted to consider it only title by title. But to succumb to that temptation is to lose perspective in minutiae. We will do the Act justice only if we see it as a mighty complex, in which each part reenforces the other, and all parts join to strengthen education across the board.

"We can see the Act as a juncture of forces bearing down on such problems as the omissions in our courses of study and the shortage of teachers. We can see it as a reaffirmation of our traditional faith that hard work and ability will have their reward. We can see it as a source of technicians in an age of automation; as a source of ambassadors in an age of world responsibility; as a way of making the average citizen at home in an age of science. We can see it as a boon to our colleges a decade hence.

"And all the while we can see it as an occasion for reaching, in education, a new high level of shared responsibility and creative cooperation—among public and private agencies, individuals and institutions, wherever and whatever they may be. If we see it thus, each step we take will move us surely onward toward our goal: Defense of our Nation against every enemy of body, mind, or spirit that time may bring."—Lawrence G. Derthick in *School Life*, October-November, 1958.

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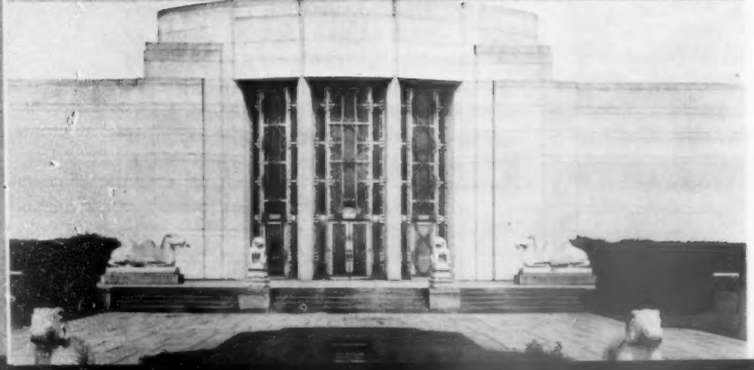
"MUCH OF THE PUBLIC DISCUSSION of education in these days seems to turn on the proposition that the student is not in a learning situation unless he is being made miserable at the same time. I am certain that the schools are anxious to emphasize the importance of persistency and determination, as well as ability, in the total educational process. But we ought to remember that men have used their ingenuity since the dawn of recorded time to release themselves from useless toil and unnecessary burdens. . . .

"If it be possible to learn a thing with half the time and effort through the use of an educational film or any other teaching aid, it is only human to learn it that way. Economy of effort is one of the indicia of intelligence. Effort should be expended when needed, where needed, and for as long as needed—but it is contrary to the whole experience of mankind to expend it when it is not needed.—VIRGIL M. HANCHER, president, State University of Iowa in a speech to the 1958 NEA Convention.



SEATTLE

your host city

SEALTH, chief of the Suquamish tribe, was famous for his friendliness to the white man. But he was not flattered when early settlers sought to honor him by taking his name for their new city, which they located in a fine natural harbor on Puget Sound. Instead he requested a tax, maintaining that his soul could never rest. Always the voices would be calling — "Seattle, Seattle."

Chief Sealth was right. Many voices have made Seattle a large and thriving city, proud to be the host to the 1959 DAVI Convention—a city of water fronts with piers jutting out into the Sound and homes crowding the beach line of Lake Washington which boasts the world's longest flying bridge.

Washington State ferry boats make many trips per day to towns and landings on islands and mainland. A walk along the waterfront and a visit to The Old Curiosity Shop are adventures that never pall. But Seattle has more to offer than water-front activities, as you can see by this sampling of study trips planned by members of Washington DAVI, your hosts.—EDITH LIND.

An airplane builder since 1916, Boeing became a national monument during World War II with the manufacture of the famed Flying Fortresses. The 707 Jet Flagship is Boeing's newest contribution to peacetime aviation, making possible coast-to-coast flights in four and a half hours. A study trip to Boeing is on the agenda.

Conventioneers will want to take advantage of the study trip to KCTS-TV, the educational station whose call letters mean "community television station." Located on the University of Washington campus, KCTS serves the schools of Seattle and the Puget Sound community.

A Van Gogh exhibit of 84 paintings and 21 drawings touring the West Coast exclusively will be held over especially for the DAVI Convention by the Seattle Art Museum.
You will not want to miss the museum's permanent attractions either, paintings of the famous Mark Tobey and the two Northwest artists he influenced—Kenneth Callahan and Morris Graves.

and the

PACIFIC NORTHWEST

HERE IS AN EXAMPLE of the fertile ground in which the Hospitality Committee labors, planning post-Convention trips for DAVI members. Puget Sound alone is a water wonderland within view of two mountain ranges—the Olympics and the Cascades, the latter with its massive Mount Rainier looming through the mists. With 1500 miles of sheltered shoreline the Sound is a constant scene of marine activity, dotted with fishing vessels and boasting the largest number and variety of seacraft in the nation. To the north is the Strait of Juan de Fuca leading to British Columbia and Victoria where four hours after leaving Seattle the traveler is treated to the delights of this capital city, often called a "bit of old England" in Canada.

No definite announcements have been made concerning arrangements for these excursions, but one thing is sure, opportunities are plentiful and rare, making Seattle an exceptional Convention site on this count alone. Certainly no one will want to miss the fishing trips. Here is your opportunity to get the big salmon—with no fishing license required.

The Empress Hotel, Victoria, B. C.

materials & equipment

The Film Parade

Robert H. Burgert

Films of interest for the younger viewer—

Stanley Takes a Trip (National Film Board of Canada)

Here is delightful and droll animated film that involves a listless little boy and his animal friends and their combined effort to obtain from him a balanced diet. This animation is clever and the musical background and story will appeal to primary children. (400 ft, color, $80.)

Tembo, the Baby Elephant (Arthur Barr Productions, 1265 Bresee Ave., Pasadena, Calif.)

Tembo, a baby elephant, is seen with his mother as he slowly grows and learns how elephants behave. How he nurses, plays, and responds to instinct is explained. Good shots of the waterbuck, antelope, warthog, topi, lion, and cape buffalo. Actions of these animals at the waterhole are interesting. (375 ft, color, $100.)

You and Your Eyes (Walt Disney Productions)

With the aid of Jiminy Cricket, we review man's dependence on sight. Excellent animation unfolds the mechanics of the eye and explains its similarity to a camera. The major parts of the eye are identified and the hygiene of the eye is stressed. Also covered are optical illusions and the basic differences between human sight and the vision of insects, birds, and animals. (300 ft, color, $100.)

You and Your Ears (Walt Disney)

Like the Disney film on the eyes, this one explains the structure, functioning, and hygiene of the human ear. Excellent animation plus lucid narration gives it a plus value for the beginning student of personal hygiene. (250 ft, color, $100.)

Living and Growing (Churchill-Wexler Productions, 801 North Seward, Los Angeles 38, Calif.)

Through the story of two children and their care of a litter of young rabbits, this film presents the concept that young growing things need proper food, adequate rest, and cleanliness. Play activities, bed time, and the importance of a safe and secure home are the themes. Well photographed with appeal for primary children (400 ft, color.)

Why Foods Spoil (Encyclopaedia Britannica Films)

This film reviews the methods employed by our forefathers to preserve food and contrasts them with modern ways. It explains the functions of molds, yeast, and bacteria and how they may be used to benefit man. Methods of preservation such as drying, salting, smoking, use of heat and cold, canning, pasteurization, quick freezing, dehydration, and the use of ultra-violet rays are explained. Excellent microphotography lends understanding to the development of molds and the growth of bacteria. (600 ft, color, $125; b-w, $62.50.)

Grandmother Makes Bread (Bailey Films, 6509 DeLongpre Ave., Hollywood 28, Calif.)

Two children visit their grandmother and help her make bread. They measure the ingredients, are told the function of yeast, and the necessity of proper kneading and rising procedures. The bread is baked and the children have gained knowledge and experience in measuring amounts, time, and temperatures.

GREEN FILM?
DIRTY FILM?

FilMagic Pylons (Pat. Pend.) quickly attach to any 16mm. projector. Automatically silicone-treat and protect film, clean gates as film is running.
Special kits, complete with simple instructions for Ampro, B & H, Eastman, RCA, TSI, Victor. Write for illustrations and prices.
ECONOMICAL . . . . . EFFICIENT!

THE DISTRIBUTOR'S GROUP, INC.
204 FOURTEENTH STREET, N.W.
ATLANTA 13, GEORGIA

The Community Bakery (Educational Horizons, 3015 Dolores St., Los Angeles 65, Calif.)

At 5 a.m. the baker reports to work. His daily routine includes the making of bread, rolls, and a special birthday cake. He is seen measuring and mixing the various ingredients. Emphasis is given to the relationship of these ingredients to health and nutrition. Cleanliness is accentuated. Excellent for the study of community helpers. (400 ft, color.)

If psychology is your special interest you will want to review:

Common Fallacies About Group Differences (McGraw Hill Textfilm, 330 W. 42nd St., New York 18)

This film explodes common fallacies regarding differences based on race, skin color, body build, cephalic and other indices, texture of hair, etc. It stresses the concept that behavior is acquired by learning and not transmitted by blood. Attention is given to errors in reasoning that occur when one generalizes from selected cases. (1600 ft, b-w, $90)

Development of Individual Differences (McGraw Hill)

In this film individual variance in behavior is analyzed in terms of both heredity and environment. Such factors as toys, play experiences, pets, friends, social expectancy, and parental habits influence the habits and attitudes of the growing child. Attention is also given to the formation of resemblances. Elementary psychology students and child study groups will enjoy this film. (500 ft, b-w, $75)

Emotional Maturity (McGraw Hill)

Here we see an adolescent boy who has difficulty with his friends, family, and girl friend. Dave is immature and unstable and his actions are increasingly frustrating to himself and his associates. This film poses a problem but leaves the solution to the viewer. (800 ft, b-w, $120)

Social Acceptability (McGraw Hill)

Happiness is a correlate of social acceptability and one's ability to use the correct social skills. The film reviews the structure of cliques, the effect of the leader, the climber, the middle group, the isolate, and the fringe. It points out how family relationships can create desirable or undesirable social situations. The social situation becomes a symbol of acceptance. (700 ft, b-w, $120)

Handmade Materials for Projection (Indiana University, Audio-Visual Department, Bloomington)

This "do it yourself" film demonstrates the basic materials and operations required for the preparation of transparent, translucent and opaque materials. Teachers and advanced students will find of special interest the footage devoted to the technique of transferring magazine illustrations to acetate. Other materials reviewed include colored inks, grease pencil, water colors, and carbon film. Exceptionally fine narration makes this an outstanding teaching film. (800 ft, color, $150)

Films of interest in more specialized areas are:

Liszt and His Music (Coronet)

This film reviews the various periods in the life of this great musician, his virtuosity, his great contributions to music, and the individuals who influenced his artistry. Attention is given to his great interest in encouraging others to perform and to create. Excerpts from his better known compositions are interspersed with the narration. (500 ft, color, $125; b-w, $68.75)

Filmstrips Of Note

[From Young America Films, Inc., 18 E. 41st St., New York 17, N. Y.]

Living Together in School (6 colored filmstrips and manual, $32.50)

Children in the primary and intermediate grades will be stimulated to discuss the problems posed by these provocative and well-designed filmstrips. Titles of the individual strips are: 1) "Being Prompt"; 2) "School Materials); 3) "Consideration of Others"; 4) "Our School Helpers"; 5) "School Assembly," and 6) Visitors to Our Class."

Your Federal Government Series (6 colored filmstrips and manual, $32.50)

Ideas and concepts in this series are portrayed by excellent graphics and interesting arrangement of content. Stressed are the beauty and landmarks of this nation, the division and balance of power between local, state, and federal government and its several branches. Law-making procedures are followed step-by-step from introduction through enactment. This set is basic to the study of American History and Government.

[From Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11]

People and Goods Travel (6 filmstrips in color, $30)

Each filmstrip shows children and their family or friends examining a means of travel to some place by a major class of vehicle. Methods used include the airplane, passenger train, freight train, buses, trucks, and boats.

Correlated study prints and filmstrip sets of merit:

Modern transportation is handled expertly by four complete teaching kits produced by Instructional Productions Co., 2527 Honolulu Ave., Montrose, Calif.

Each kit contains ten 11" x 14" full color study prints, one 30-frame correlated filmstrip, and a 35-page manual of information and teaching suggestions. The photographs reproduced are colorful and of high quality and are printed on heavy stock. The pictures have been carefully selected to give authentic and detailed information regarding each class and type of transportation covered by the series. Currently available for distribution are: Series I, *Boats, Ships, and Harbor;* Series II, *Trucks and the Motor Age;* Series III, *The Freight Train as a Carrier of Goods;* Series IV, *Airplanes and the Airport.* (Price per complete series packaged for storage and handling, $25)

Nine Films for Teacher Education

A goal of all pre-service and inservice teacher education programs is the improvement of the communication skills of teachers. Realizing the importance of audiovisual materials in the communication process and the proven values of teachers' making some of their own audiovisual materials, Indiana University has devoted much time and thought to producing a series of nine films dealing with the preparation and use of audiovisual instructional materials.

These nine films—*How To Make Handmade Lantern Slides, Better Bulletin Boards, Wet Mounting Pictorial Materials, Lettering Instructional Materials, High Contrast Photography for Instruction, Handmade Materials for Projection, Tape Recording for Instruction, Photographic Slides for Instruction, Passe Partout Framing*—have been used successfully both in pre-service and inservice training programs.

The techniques in each film can easily be learned. They require relatively inexpensive materials and no elaborate physical facilities. They can be performed by an individual or group during a workshop or laboratory period following the showing of the film.

A profusely illustrated 70-page handbook designed for use with the series has just been released by the Indiana University Audiovisual Center. It was planned to supplement the use of all or any of the nine films in workshops, teachers' meetings, institutes, and courses dealing with the preparation of inexpensive AV materials.

The films are available on a rental basis from a number of film libraries, and on preview, purchase, and selection bases from Indiana University. The Educational Film Library Association also distributes prints on a sales basis. A free copy accompanies each purchase print in the series. Copies can also be ordered for $2 if payment accompanies the order. The Audiovisual Center of Indiana University will be happy to receive inquires concerning the films or the handbook as well as reports on the usefulness of the films.

—CAROLYN GUSS

looking at new literature

"Help Yourself to Better Teaching"

Edward T. Schofield

WITH APOLOGIES to the Visual Instruction Bureau of the University of Texas, the editor of Looking at New Literature has selected as subtitle for his column this month the above slogan from a brochure advertising the most helpful of the Bridges for Ideas series published at the University.

All audiovisual teaching materials, including even those incorporating the latest electronic developments, still depend on the written word for dissemination of information about them. Helping yourself and your teachers to better instructional practices involves a burden of wide reading in the search for useful techniques and data.

Beginning with "Bridges for Ideas," this month's reviews are concentrated on printed materials which emphasize aspects of teacher education, both at inservice and pre-service levels. Some of the nine titles making up the Texas series have been reviewed previously in these columns. The most recent members of the family *The Tape Recorder* and *Educational Displays and Exhibits* take their places as equally attractive and useful manuals for the audiovisual educator and classroom teacher.

In its introduction, *The Tape Recorder* recalls the history of recording and defines basic principles and practices. From this point on, it concentrates on classroom uses, the selection of a machine, a glossary of terms, and sources of materials and equipment. *Educational Displays and Exhibits* gives suggestions on how to adapt for teaching purposes the devices indicated by the title. After reviewing the purposes of displays and exhibits, the bulletin lists methods for their preparation and the construction and use of the diorama. A helpful list of source materials is appended.

All of the titles in the Bridges for Ideas series (*Tear Sheets, Bulletin Boards, Felt Boards, Lettering Techniques, Using the Consultant, Models for Teaching,* and *Production of 2x2 Slides* and the two new ones) are suitable for quantity distribution in schools and classes. Their uniform price ($1) coupled with sizable discounts for larger orders will facilitate this practice. (Available from the Bureau of Visual Instruction, University of Texas, Austin 12.)

The Bureau has also compiled an exhaustive *Guide to Resource Materials for Use in Teacher Education.* (Price: $1.) While this catalog is primarily a list of materials which may be rented from the University, it can serve as a bibliographic tool in any audiovisual education center. *Subjects included are:* citizenship education, ability testing, camping education, comparative education, educational guidance, educational sociology, home and social programs, individual differences, infant and child study, intercultural education, mental health, motivation, parent education, personal and social adjustment, philosophy of education, sex education, special education, vocational guidance. *Materials of instruction listed:* feltboards, graphics, instructional materials, library maps and globes, motion picture projection, museums, opaque projection, overhead projector, slides and transparencies, television and recording devices. *Methods of instruction covered:* demonstration, field trip, arithmetic, art, literature, music, physical education, speech, motion picture utilization and study skills. *General topics in education also noted:* administration, community schools, history of education, public relations, rural schools and teacher recruitment. Films are completely described in an alphabetical and well-annotated list following the subject index.

ABC's of Audiovisual Equipment and the School Projectionist's Manual, by Philip Mannino. Second Edition. M. O. Publishers, Box 406, State College, Pa. 1958. 80 p.

Although widely known in the field of audiovisual instruction, Mannino's manual, now in its 17th printing, will be of further assistance to educators both in pre-service and inservice teacher training because of its broader scope and further refinement in this new revision. Packed with data, the booklet gives the school coordinator a useful tool in many facets of the audiovisual program. Besides the major chapters, there are charts for "trouble shooting" the motion picture projector, a director's checklist for club-card proficiency tests, suggested films and filmstrips for use in teaching AV techniques, sources of equipment and free films, a glossary of terms, addresses of manufacturers, and sample examination questions.

In the main body of the work are treatments of closed-circuit TV, the use and care of the tape recorder, selection and use of the various visual aids, arranging the classroom, operation charts, maintenance guides, and care of the 16mm film. As a handy reference guide to the many operational problems arising in the audiovisual program the *ABC's* merit a place on the bookshelf of every AV office.

The Instructional Materials Center in Teacher Education, by Hazel L. Gibbony. The Ohio State University, Columbus 10. 1957. (Unpublished doctoral dissertation.)

This dissertation reviews "the philosophical and psychological origins and implications of the use of instructional materials and notes their increasing importance in modern education." Discussion follows on instructional materials in teacher education programs as practiced by college instructors, as presented in audiovisual courses, and as a student teaching experience. The data emanates from an analysis of the history, development, and present role of the curriculum materials center at Ohio State supplemented by a questionnaire study of approximately 200 teacher education institutions and 95 graduates of the University completing their first year of elementary school teaching.

These are the conclusions presented:

1. Research and practice have shown that the use of a variety of instructional materials is an effective technique for building experimental background for learning.

2. Despite the fact that teachers are expected to be familiar with equipment, there is evidence that many lack both interest and skill in AV techniques.

3. Inservice education programs are not providing the competencies desired.

4. Administrators believe that beginning teachers should possess AV competencies.

5. The teacher education program has a responsibility for developing an awareness of the effectiveness of modern instructional materials and for giving pre-service teachers practical audiovisual experience.

The study recommends, therefore, that teacher education programs present "a continuous demonstration of the effective use of instructional materials, both in subject matter and in professional education courses." Problems in evaluation and use of materials should be continuous in class work. Student use of materials should be encouraged, especially in connection with student teaching. Finally, the audiovisual center should be considered an indispensable part of teacher education.

Survey of Introductory Audiovisual Laboratory Programs in Selected Colleges and Universities, by Edwin M. Logan. The University of Virginia, Charlottesville. 1958.

This study was designed to determine the amount of laboratory activity provided and the various practices followed in introductory audiovisual laboratory programs in 184 colleges and universities. It was found that the introductory course was usually a combination of both laboratory and lecture, and that most schools had a room, separate from the classroom, equipped for laboratory work.

Most institutions felt that their facilities were only partially adequate. Time allotments for laboratory practice ranged from one to two hours per week.

Two thirds of the colleges provided exercise guides in written or printed form. The report states that "the average school presented experiences involving 26 exercises among which were ten on equipment, nine on production, four on evaluation, one on photography, and one on duplication of materials."

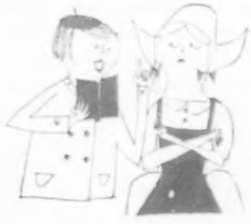
The study incorporates tables listing the frequency of use of 47 laboratory exercises, as well as the expressed judgment of the participating instructors regarding the importance of each exercise.

The study recommends exercises for a minimum laboratory program based on evaluative judgments of participants in the survey. The findings suggest factors to be taught with reference to various models, ranging from operation of cost of initial equipment. Among other findings of interest to audiovisual educators are: (1) proportion of laboratory work to lectures; (2) facilities for the laboratory; (3) time allotments; (4) preferred instructional practices; and, (5) a schedule of laboratory exercises recommended as an adequate introductory program.

Foreign Language Laboratories in Schools and Colleges, by Marjorie C. Johnston and Catharine C. Seerley. U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1959, No. 3. Superintendent of Documents, Government Printing Office, Washington 25, D. C. 86 p. 35 cents.

The language laboratory as a means of improving instruction finds growing acceptance throughout the United States. As a result of a survey covering the 1957-58 school year, language laboratories were reported in 41 states at the college and university level. More than 40 languages are taught with the aid of the techniques inherent in language laboratory facilities.

Information, detailed, practical and helpful, about the language laboratory is packed in this U. S. Office of



Education bulletin. It is recommended reading for all professionals in audiovisual education; and it is essential data for the foreign language teacher who is striving for the improvement of his instructional program. The handbook has both administrative and pedagogical facts which represent current thinking and action in the field. Precise estimates of cost and maintenance are included, as well as specifications for equipping and housing these language centers.

The section on materials and techniques stresses the role of the teacher in satisfactory implementation of the program. Guidance on the basis of experience in the use of laboratories throughout the country is given in (1) orientation of students, (2) the aural-oral approach, (3) audio instructional materials, (4) laboratory methods and (5) visual materials.

The bulletin notes the fact that the National Defense Education Act specifically names the modern foreign language program in its provisions; and that funds can be utilized for laboratory equipment and materials. It also calls attention to the fact that the Act facilitates further experimentation with language-teaching techniques by (1) authorizing expenditure of funds for research on more effective methods of teaching foreign languages and (2) through the expansion of facilities for the training of those who are preparing to teach foreign languages.

Among useful appendices are a directory (by states) of laboratories for visitation if you are contemplating an installation in your own institution and a comprehensive bibliography of additional references.

Learning from Films, by Mark A. May and Arthur A. Lumsdaine in collaboration with R. S. Hadsell, A. I. Gladstone, and J. J. Howell. Yale University Press, New Haven, Conn., 1958. 357 p. $5.

Reported in this volume are the results of the Yale Motion Picture Research Project, a significant study carried on from 1946 to 1954 under a grant from the Motion Picture Association of America. Four major areas of experimentation and analysis are described: (1) the acquisition of knowledge from films; (2) the effects of films on subsequent learning activities; (3) techniques of evaluating instructional films; and (4) the use and potential of teaching films. Key observations are noted in the final chapter under the title, "Some Implications for Mass Instruction." This section, as well, indeed, as the entire report has special values for audiovisual educators who are concerned with teacher training.

Readers will welcome data that sheds light on two key problems in film utilization. The first directs attention to discovering principles of production and utilization that will guide producers and users of classroom films toward a greater realization of the potential of films, and the second explores the uses and limitations of existing types of films "to discover reasons why more teachers are not using more films and other graphic presentations."

Evaluation underlies the bulk of most film activity in classrooms (or

(Continued on page 35)

within the DAVI family

Summer Keynoter

EBF's Maurice Mitchell will keynote the DAVI summer meeting scheduled for June 28 in St. Louis during the NEA Convention. Elizabeth Golterman, audiovisual director for the St. Louis public schools, and her assistant, Nelle Lee Jenkinson, are co-chairmen of the planning committee.

Traveling for DAVI

DAVI and the NEA were represented recently at Stephens College by Robert Snider, assistant executive secretary of DAVI, who met for a day with 12 representatives of educational institutions and television equipment manufacturers to discuss the need for a national organization concerned exclusively with closed-circuit television.

Stephens College has been doing experimental work with closed-circuit TV for some time and took the initiative in calling the meeting. Consideration was given to actual and potential contributions of such organizations as DAVI, NEA, and the National Association of Educational Broadcasters. The meeting was exploratory, with no definite conclusions reached; however, Neal Balanoff of Stephens College will send a questionnaire to individuals working with closed-circuit television to determine their opinions on the questions raised.

. . .

DAVI President Charles Schuller was called to Washington December 1 by Arthur S. Fleming, Secretary of the U.S. Department of Health, Education, and Welfare, for consultant services in connection with the National Defense Education Act. Dr. Schuller reported that he has been busy traveling for DAVI. Since September he has attended ten meetings, many of them concerned with the Act.

. . .

On November 20 Executive Secretary Ann Hyer spoke on the National Defense Education Act at a meeting of the Metropolitan New York Audiovisual Association. Also speaking on the same topic was Francis E. Almstead, special consultant to the commissioner of educational television for New York state.

Coming Up in California

In line with "mainline" efforts in DAVI (see Ann Hyer's editorial on page 40) the annual conference of the Audiovisual Education Association of California in Beverly Hills January 29-31 will emphasize the National Defense Education Act and teacher education. The conference theme, "Creativity in Audiovisual Instruction," is expected to attract instructional materials librarians, AV directors, administrators, and teachers. Exhibits will take care of the latest developments in equipment and materials.

Charles Schuller, DAVI president, will keynote the conference which also boasts presentations by: Howard E. Wilson, dean, school of education, UCLA; Raymond E. Denno, John Sutherland Motion Picture Productions; Glenn T. Goodwill, Santa Monica Unified School District, with a visualized report on Russia; and "Films and Education," a TV presentation by Maurice Mitchell, EBF.

On January 29 Kenneth Norberg, coordinator of Title VII will discuss its implication for teacher education at the tenth annual meeting of the California Teacher Educators in Audiovisual Education, held concurrently with the AVEAC conference.

Other topics scheduled for this meeting are "The Emerging Role of TV in Teacher Education," by J. Burton Vasche, California state department of education, and "The National Defense Education Act and Teacher Education," by Graham Sullivan, coordinator of the Act for California. Reports will follow on the teacher competency committee, accreditation committee, the California credential study, and on the status of television in California.

Full Day for Tennesseeans

Audiovisualists of Tennessee are looking forward to a full-day session at Middle Tennessee State College, Murfreesboro, on January 29. Sponsored by the Department of Audiovisual Instruction of the Tennessee Education Association, this workshop will be directed by Beeler Smotherman, AV director of MSTC.

Sessions will feature the production of inexpensive materials—ways teachers can make some of their own materials in their classrooms. Mounting pictures, overhead transparencies, duplicated materials, lettering, high contrast photography, new equipment and materials, and several other types of materials will be demonstrated. Among consultants will be Marvin Pratt, Nashville City Schools; Thomas Holden, Rutherford County Schools; Dr. Griever, Middle Tennessee State College; John Hanson, Peabody College; and Marshall Gunselman, David Lipscomb College.

DAVIT officers for 1958-59 are Marvin C. Pratt, president; Wanda Johnston, vice president; Mrs. Johnny Phillips, secretary,; Bealer Smotherman, middle Tennessee representative; D. H. Orr, western Tennessee; and John Benton, eastern Tennessee.

—MARSHALL GUNSELMAN

Funds Still Available

The Field Service Committee calls to the attention of public schools and colleges that funds are available to conduct three more Field Service surveys during the 1958-59 fiscal year. Interested schools should immediately contact Lee W. Cochran, chairman of the Field Service Committee at the Extension Division, State University of Iowa, Iowa City.

The first survey of this fiscal year was conducted in Fairfax County, Virginia, October 6-10 by J. J. McPherson, Wayne State University, and Lee E. Campion, St. Louis County schools. The study was requested by W. T. Woodson, division superintendent, Fairfax County school board.

From the national office, Executive Secretary Ann Hyer emphasizes the importance of exhausting reserve funds. Said Miss Hyer: "These TFC funds are not for hoarding. The service which they make possible is a direct means of upgrading the field by providing experienced consultants for schools and colleges seeking to build up their audiovisual programs. If we want this service to continue to prosper, we must use the funds as they are given to us."

Helen Rachford Fund

As of November 12, the Helen Rachford Fund has reached $2801.90. Donations are still being accepted. DAVI members who know likely candidates for assistance are asked to contact Mrs. Margaret Divizia, Chairman, The Helen Rachford Audiovisual Scholarship Fund Committee, Los Angeles City Board of Education, Sentous Center, 1205 West Pico Boulevard, Los Angeles 15, California.

Consultants to EPC

Eight members who will represent DAVI as advisers to the NEA Educational Policies Commission for a three-year period are: President Charles Schuller, Michigan State University; William Gnaedinger, State College of Washington; James Brown, San Jose State College; Paul Witt, Columbia University; W. C. Meierhenry, University of Nebraska; A. W. VanderMeer; Pennsylvania State University; Ernest Tiemann, University of Texas; and Francis Noel, Sacramento, California.

Adviser on Film

Robert H. Burgert, director of instructional materials, San Diego schools, and materials editor for this magazine, advised on preparation of the script of a new elementary film *Behind the Scenes at the Supermarket* distributed by Film Associates of California.

Finn in Print

DAVI members will want to read an article by James D. Finn which appeared in the October issue of the *Phi Delta Kappan*. Entitled "The Good Guys and the Bad Guys," it is intended to provide "the bewildered educator with a rudimentary topographic map of criticism." Unfortunately, says Finn, "you can't tell the bad guys from the good guys without a program similar to the annual yearbook of the Daily Racing Form. And the labels don't help much in understanding educational issues of the day."

Winners at Padua

Two of the films entered by the Committee on International Non-Theatrical Events won recognition at the Third International Exhibition of the Scientific-Didactic Film, University of Padua. This Exhibition is part of the Venice Film Festival. "Ovulation and Egg Transport in the Rat," produced by the University of Washington, Seattle, was awarded a Silver Medal and "The Strange Case of the Cosmic Rays," produced by Frank Capra and sponsored by Bell Telephone System, received Special Mention.

Looking at Literature—Continued

at least we like to think so). The work accomplished in this project focuses on shortcomings in prevalent film evaluation processes and relates in detail the procedure developed in the study known as "road testing." The latter is a well-planned procedure involving "observers," teachers, and selected class groups. Through noting physical conditions and attitudes displayed by students, and through long discussions after the showings, it is possible to record a wide range of experiences, which the report concludes "has a wide base and greater objectivity than the traditional armchair method of evaluation by preview alone."

The reviewer does not wish to present a digest of the findings reported in the study, but does want to bring to the reader some of the challenging conclusions which are bound to invite a careful reading and pondering of the points emphasized. These, briefly, are: (1) that learning derived through some instructional films, even without supplementation by the teacher, appears to be sufficient to justify their use in assembly halls or in classrooms by teacher assistants; (2) that utilization devices (such as supplementary instruction before showing or use with a syllabus) do not appear, on the whole, to augment learning from a film; and (3) despite the fact that time and effort could be saved in most schools by using films as "teachers" instead of as "aids to teachers," the authors' surveys indicate that teachers and principals are slow to develop programs that capitalize on the potential of this audiovisual tool.

Using the Opaque Projector, by Raymond E. Denno. Squibb-Taylor, Inc., 1213 South Akard Street, Dallas, Texas. 1958. 25 p. $1.25.

While this manual has been produced by the makers of the Spotlight opaque projector, its usefulness is by no means limited to the manufacturer's models. The brochure's appealing format is likely to make an immediate hit in teacher training programs. Basic facts vital to the user of the opaque projector are emphasized briefly and followed by illustrated pages which depict uses in primary and intermediate grades, high schools, colleges, industry, and professions. Each use is visualized with a descriptive catch phrase as the sole verbal image. The last two sections deal with use of 3D materials in opaque projection and preparation of graphic materials. Certain to be of value to audiovisual coordinators who are instructing teachers or classes in audiovisual education procedures.

PAVATE Statement

What shall teachers be taught about audiovisual education? An answer to this question is contained in a recent publication of the Pennsylvania Audiovisual Association for Teacher Education known as *Visual and Other Sensory Aids for Teachers*. This is a revised and approved PAVATE statement regarding guiding principles and suggested content for the course of study in instructional materials and techniques leading to teacher certification in Pennsylvania.

Other Publications of Interest

School Life. A full report on the National Defense Education Act. October-November 1958. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Single copies, 15 cents.

AV-864. National Audiovisual Association, Box 337, Fairfax Circle, Fairfax, Virginia. Single copies free.

Education Fact Sheet. Monthly publication by the Office of Education.

Modern Foreign Languages in the High School. Report of a conference called to consider how the modern foreign language program in the high school can be redesigned to serve the national need. Superintendent of Documents, U. S. Government Printing Office. $1.

Guides and Catalogs

FOLKWAYS RECORDS. Spring Catalog, 1958. "Largest collection of authentic folk music on longplay records." Write Folkways Records & Service Corp., 117 West 46th Street, New York 36.

NEW YORK UNIVERSITY FILM LIBRARY, 1958 catalog supplement of 16mm motion pictures. About 100 new titles, 20 classifications. Catalog free upon request from NYU Film Library, 26 Washington Place, N. Y.

NATIONAL FILM BOARD OF CANADA, 1958 catalog listing 16mm films available for purchase and rental in U. S. 321 listings. Catalog free upon request from National Film Board of Canada, Suite 658, 630 Fifth Avenue, N. Y.

EDUCATORS PROGRESS SERVICE. *Educators Guide to Free Films*, Eighteenth Annual Edition, 1958. 4013 titles. $7. *Educators Guide to Free Slide Films*, Tenth Annual Edition, 1958. 703 titles. $6. Write Educators Progress Service, Randolph, Wis.

NEWS NOTES from the field

Fall Meetings Reflect DAVI Concerns

THE DEPARTMENT OF AUDIOVISUAL EDUCATION of the Missouri State Teachers Association met in conjunction with MSTA's 1958 annual convention in Kansas City November 12-14.

A board meeting open to all members was held November 12 at the Hotel Muehlebach where major emphasis was placed on the help DAVE can give the state in its implementation of the National Defense Education Act. Officers elected for the coming year were Mrs. Dorothy Myer, AV coordinator, Jefferson City, president; Amos Snider, director of the University of Missouri extension division, vice president; Mrs. Helen Albright, supervisor of art and music, Mexico County, secretary; and Miss Harriet Bick, audiovisual consultant, St. Louis public schools, treasurer.

DAVE staffed a booth and ran film previews for the three days of the convention.

Some 400 DAVE members were entertained at dinner in the President Hotel by the Bell Telephone Company November 13. President Rolland Schlieve, audiovisual director at Cape Girardeau Teachers College, presided at the dinner meeting where Mrs. Myer was introduced as incoming president and Leslie Pinkney, retired audiovisual director of the Kansas City public schools, was presented with a gift.

Mrs. Mickey Bloodworth of the national office who spoke on the topic, "Is Your Professionalism Showing?" called attention to the fact that the American Medical Association and the American Bar Association had greatly strengthened the prestige of these two professions. By the same token, Mrs. Bloodworth said, membership in state and national audiovisual associations is one criterion of your professionalism. The meeting terminated with a partial preview of Bell Telephone's latest film, *The Strange Case of the Cosmic Rays.*

DAVE members expressed appreciation for efforts made in behalf of the meeting by Don Smith, Kansas City public schools, and Lee Campion, St. Louis County Schools.

Nodak Work Conference

Teacher education (pre and inservice) furnished discussion topics for two of four group sessions of the audiovisual work conference at the North Dakota Agricultural College in Fargo October 27-29. Other group topics were "standards and programs," and "public relations and building facilities."

The work conference was organized and sponsored by the Division of Supervised Study under the supervision of T. W. Thordarson, director, and his assistants, J. H. O'Keefe and Walter Biggs.

Lee Cochran, Iowa State University, and Wes Meierhenry, University of Nebraska, served as consultants and leaders. Discussions were spirited but resulted in general agreement on these recommendations: (1) that an advisory committee be appointed by the state department of education to help implement an AV program for the state; (2) that a state director of audiovisual education be appointed; (3) that each school set up an inservice program for teachers and students from grades six through 12; (4) that the NDEA-DAVI (North Dakota's affiliate to DAVI) investigate possibilities for using educational television in North Dakota; (5) that a minimum of one percent of local per-pupil cost be used for instructional materials; (6) that a college course in AV be required for a first grade professional certificate; and (7) that colleges offer courses in audiovisual instruction and that each school have a coordinator. (The North Dakota AV association is already cooperating with the state superintendent of public instruction in setting up an audiovisual committee to help implement the National Defense Education Act.)

About 60 administrators and teachers in North Dakota and western Minnesota attended the meeting, with Teaching Film Custodians footing bills for meals and lodging. DAVI Membership Chairman Biggs predicts this outcome of the meeting: more members for DAVI.

IOWA AUDIOVISUAL FAIR—Taking their cue from last year when the audience was too large to view the demonstrations on the stage, the Audiovisual Education Association of Iowa changed the entire pattern of its program before the Iowa State Education Association in Des Moines November 7. After a how-to-do-it talk and demonstration of projected materials by Indiana University's Harvey Frye, folding doors were opened to an adjoining "audiovisual fair" of 30 demonstrations. The "fair" went on for two hours attracting more than 1000 teachers and school administrators to such demonstrations as: making Polaroid lantern slides, magnetic tape, making transparencies for the overhead projector, lifting pictures from the printed page, multi-color transparencies, mounting pictures, picture transfer, geographic models, making dioramas, using filmstrips in World History, feltboard materials, bulletin boards, photographic techniques, arithmetic materials, etc. Response was such that table space could not accommodate teachers eager to participate. Next year Iowa plans to extend the number of demonstrations and length of sessions, writes John R. Hedges, AVEAI president.

Sweatt Is Main Speaker

The National Defense Education Act was the topic for discussion at the fall meeting of the Massachusetts DAVI November 7 in Wellesley with Stacy Bragdon, Wellesley's audiovisual director as host. Kelsey Sweatt, supervisor of audiovisual services for the state department of education, was main speaker.

Christie Hayden, Braintree, resigned as vice president and administrative officer of Eastern Massachusetts DAVI to be replaced by William Claffey, AV director in the Salem public schools. In his opening remarks, President Raymond Wyman, University of Massachusetts, urged members to bring to the attention of all parents and educators the place of audiovisual tools in the educational program. Carol Malloy of North Adams won acclaim for having traveled the longest distance to the meeting.

On December 8 members of the Eastern Massachusetts Branch met at the Boston University Faculty Club for Yankee pot roast and to hear talks on the National Defense Education Act. Speakers were Kelsey Sweatt and John McMorrow, director of research for the Massachusetts state department of education.

Unique Theme Treatment

The theme for the fall conference of the Oregon Audio-Visual Association, "The Role of Audiovisual Personnel in Oregon's Schools," was treated in its various aspects by these representatives of state groups who discussed relationships of their organizations to audiovisual personnel in Oregon schools: James W. Sherburne, dean, general extension division, Oregon State System of Higher Education; Joseph I. Hall, director of curriculum and publications and D. D. Williams, director of school house planning, both Oregon state department of education; Jerome McDougall, chairman, Oregon Education Association TV Committee; and Willard Sanzenbacher, representing the Pacific Northwest Audiovisual Dealers Association. Jack Edling, AV director at the host college, Oregon College of Education at Monmouth, presided at the October 11 meeting.

Long Island Series

Speakers at the First Annual Audio-Visual Advancement Conference of the Long Island Audio-Visual Council October 29 in Garden City were Dean Stephen M. Corey of Teachers College, Columbia University, Francis E. Almstead, special consultant to the commissioner of educational television and chief of the division of educational communications for New York state; and Charles E. Luminati, director of audiovisual services for the Great Neck public schools. Topics discussed were the necessity for variety in instructional materials, teacher resources in the "audiovisual arsenal," and minimum requirements. Following the talks Mr. Luminati lead a question and answer period.

This was the first of at least three annual conferences planned to encourage greater acceptance of, and increase budgetary support for, audiovisual instruction throughout Long Island.

IAVA Has Varied Fare

Panel discussions, demonstration of materials in three subject-matter areas, and a talk by Philip Lewis were program attractions at the fall meeting of the Illinois Audiovisual Association October 24-25. Audiovisual materials were demonstrated in social studies, math and science, and language arts (for gifted students). Film previews the first evening were preceded by a demonstration of stereophonic sound by Allied Radio Corporation. Theme for the panel discussions was improving classroom instruction through utilization of AV materials. Moderators were Kathryn Steinmetz, Chicago public schools, and A. S. Moser, Franklin Park. Dr. Lewis, director of the bureau of instructional materials, Chicago public schools, addressed the opening session.

Vermont TV Conference

Gertrude Broderick, radio-TV specialist for the U.S. Office of Education, was luncheon speaker at an educational television conference sponsored by the Vermont Department of Classroom Teachers November 8 in the Capitol Building at Montpelier. Mrs. Broderick gave an informational talk on ETV activities throughout the country.

The Conference, designed to engender a positive attitude towards television as a teaching device, also featured a panel discussion, and demonstration lessons over closed-circuit TV in art and science. Members of the panel were Max Barrows, deputy commisioner of education; Charles S. Lewis, director of public affairs, WCAX-TV; Philip H. Mathewson, superintendent of Montpelier public schools; and John Pierce and Marie Augustin, teachers at Windsor and Woodstock, respectively.

COOPERATIVE EFFORT IN MICHIGAN— Ken Bonine, past president of the Michigan Audiovisual Association, Charlotte Coye, past president of the Michigan Association for School Librarians, and Paul Carter, Michigan ASCD, examine the program for the Cooperative Conference on Instructional Materials held in Detroit November 14-15. Sponsored jointly by the three organizations, the Conference attracted nearly 400. Reports on national and state coordination of library, AV, and curriculum fields emphasized methods of cooperation to improve instructional materials services.

The art and science lessons were presented by Albert Trono and Edward Stefaniak, with introduction by Karlene Russell, state curriculum consultant. DAGE Corporation of Framingham Center donated equipment and technicians' services.

The Honorable Joseph B. Johnson, governor of Vermont, greeted conferees in the opening session, followed by an address, "Our Need to Be Concerned," by A. John Holden, Jr., commissioner of education. Serving on the conference committee were Walter J. Mars, Lyndon Teachers College, chairman; Lawrence Taylor, Windsor; Weston Cate, Montpelier; and Marion Tifft, Bennington.

Tiemann in Oklahoma

Ernest F. Tiemann, University of Texas, addressed both audiovisual organizations of Oklahoma in November at their annual meetings in connection with the 68th Annual Convention of the Oklahoma Education Association. Don White of NAVA was also present, answering questions in connection with the National Defense Education Act.

Speaking to the audiovisual education section of the Oklahoma association, Dr. Tiemann gave a visualized presentation on the subject, "The Place of Audiovisual Education in Achieving Educational Leadership for America." The topic of his address to the Audiovisual Coordinators of Oklahoma at their annual luncheon meeting was, "The Role of the Audiovisual Coordinator in Winning the Educational Race."

DAVI LEADERS AT VIRGINIA STATE COLLEGE —Improvement of instruction through effective training of teachers in the use of AV techniques was the underlying concept of a workshop for college audiovisual administrators, coordinators, librarians, and teachers conducted at Virginia State College (Petersburg) last summer. Shown above are some of the AV leaders who shared in the activities: left to right, Paul W. F. Witt of Teachers College, Columbia University, addressing the banquet session; Seerley Reid, U.S. Office of Education, leading a work session; John E. Braslin, Teaching Film Custodians, conducting a lecture demonstration; W. H. Durr, Virginia State Board of Education, and Anna L. Hyer, DAVI, entertaining questions during a conference period; and extreme right, Dr. Witt and President Robert P. Daniel of Virginia State College, chairman of the Council on Cooperative College Projects on Audiovisual Education, discussing the conference program with Samuel A. Madden (also Virginia State) conference chairman.

Other participants were, left to right, (with Dr. Reid), J. R. O'Rourke, Kentucky State College (Frankfort); E. Collins, Howard University (Washington, D. C.); L. V. Jordan, West Virginia State College (Institute); and Selina B. Robinson, Virginia State College (Norfolk Division). With Mr. Braslin are W. B. McLaughlin, Virginia Union University (Richmond); and Jake Cox, Morgan State College (Baltimore). With Miss Hyer, Mr. Durr and Sam Madden are T. V. Dawson, Alabama A & M (Normal); and R. L. Wooden, North Carolina A & T (Greensboro).

The work conference, a joint project of the Council on Cooperative College Projects and Teaching Film Cutodians, was one of a series of services and projects conducted by these two organizations since 1954. Supported by TFC, the CCCP program has also secured the cooperation of audiovisual leaders serving as consultants to colleges and universities with teacher training programs. Among these consultants have been A. J. Foy Cross, Roger Albright, Lee Cochran, W. C. Meierhenry, Sam Madden, Charles Schuller, Frederick White, Ford Lemler, and the late Waldemar Gjerde.

Participating colleges last summer (besides those mentioned above) were Fayetteville State Teachers College (North Carolina) and Maryland State College (Princess Anne).

AUDIO-VISUAL INSTRUCTION

By

JAMES W. BROWN, RICHARD B. LEWIS,
FRED F. HARCLEROAD

All at San Jose State College

Ready in March

This text on audiovisual methods provides concrete, practical information on the use of instructional materials to plan and carry out learning activities. Examples of use have been drawn from all subject fields, from kindergarten through college. It is the first audiovisual text to use an inventive and stimulating format in which profuse illustrations are correlated with the text. Emphasis throughout is on the principle that learning is most effective when materials are integrated with instruction.

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Dedication Days Ahead

The new NEA Headquarters Building which appeared on the back cover of your December issue of AVI will be dedicated February 8-11. Theme for the three days will be *A Profession Builds To Serve*, with sessions based on "Education for a New World," "Effective Modern Education as the Educator Sees It," "Effective Modern Education as the Layman Sees It," "Education and the National Welfare," and, "As We Enter the Second Century."

Grayson Kirk, president of Columbia University will be among Dedication speakers, as will Arthur S. Flemming, U. S. Secretary of Health, Education, and Welfare; Erwin Canham, editor of *Christian Science Monitor;* and John Fischer, superintendent of schools, Baltimore.

Inspired by the more than 2500 local observances of the NEA Centennial Birthday Party last year, the planning committee for Dedication Days is offering suggestions to city, county, and state groups for arranging their own celebrations. The committee also plans to broadcast several of the programs live from the NEA Headquarters Building, and to make others available on film and sound track. A Dedication booklet is in preparation.

In late November the national staff of DAVI moved to the seventh floor of the new building and is now accommodated by seven private offices, adequate work room for the secretarial staff, a stock room, and a preview room. DAVI members are welcome at all times.

New Post for Dr. Ashby

Congratulations to Lyle W. Ashby who assumed duties as deputy executive secretary of the National Education Association January 1. As assistant secretary for educational services, Dr. Ashby smoothed the way for DAVI on more than one occasion. Shown above he is addressing the 1956 DAVI Convention in Detroit.

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new release

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elementary-junior high film
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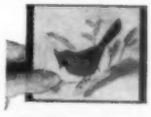

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Mainlines for 1959

EDITORIAL | *Anna L. Hyer*

I HAVE JUST RECEIVED my first '59 engagement calendar. As always, I feel a tingle of excitement as I leaf through 365 blank pages representing 365 days as yet unassigned and uncluttered.

As a child I can remember in the early morning looking out at a fresh snowfall and wishing that the fields could stay untracked and unsullied. When my father made the first set of prints to the barn, we children tried to walk in his footsteps in order to leave only one set of tracks. Life being what it is, this didn't last long. Soon the yard was a maze of tracks and no pattern or direction was apparent. Alas, I see some parallels as my old '58 and new '59 calendars lie side by side.

Years ago when I was teaching science, I recall a friend saying of our supervisor, "She spreads herself so thin one can see through her at all points." This description fits many of us. We have not learned a lesson we should have learned early in life—that time, strength, resources, and opportunity itself are limited. Consciously or unconsciously we must make choices, and we build our lives by the priorities we set.

Establishing priorities is as important for organizations as for individuals; therefore, it seems appropriate to give the January issue of AUDIOVISUAL INSTRUCTION to three interrelated mainlines of emphasis for DAVI in 1959.

Development of AV competence is to be priority concern for DAVI national and, we hope, for states, organizations, and individual members during 1959. The Lake Okoboji Leadership Conference last summer and this issue of AVI should provide some guidelines. Fortunately, research in this area will be stimulated by the National Defense Education Act which in Title VII provides grants for research and experimentation concerned with methods of training teachers to utilize the newer media with maximum effectiveness.

Concentrated attention to improving methods of developing AV competencies in the teacher education program is long overdue. Administrators tell me that today teachers are little better prepared to use AV materials than they were ten years ago. In a teacher status study in 1957, the NEA found that almost half of those teachers surveyed indicated lack of confidence in their ability to use audiovisual materials.

Regardless of many such indications of need, administrators of teacher education institutions are not yet convinced of the importance of audiovisual instruction. Dean McGrath of Arizona State College last year sent a questionnaire to 140 institutions asking that each of seven service facilities frequently found on campuses be rated as "very important," "important," or "of little importance." Which of the seven services do you think drew the smallest number of votes as being "very important"? You guessed it! Providing a film library for the use of the entire campus drew only 34 votes in this category. The next least popular service, the methods laboratory, drew 64 votes.

A second priority for DAVI in '59 is assistance in the implementation of Public Law 864. As long as necessary we will continue to disseminate information through the columns of journals, correspondence, and state and regional meetings. Major emphasis will be given the Act at our Seattle convention. It is also very important that we all continue our cooperative efforts with other educators and organizations.

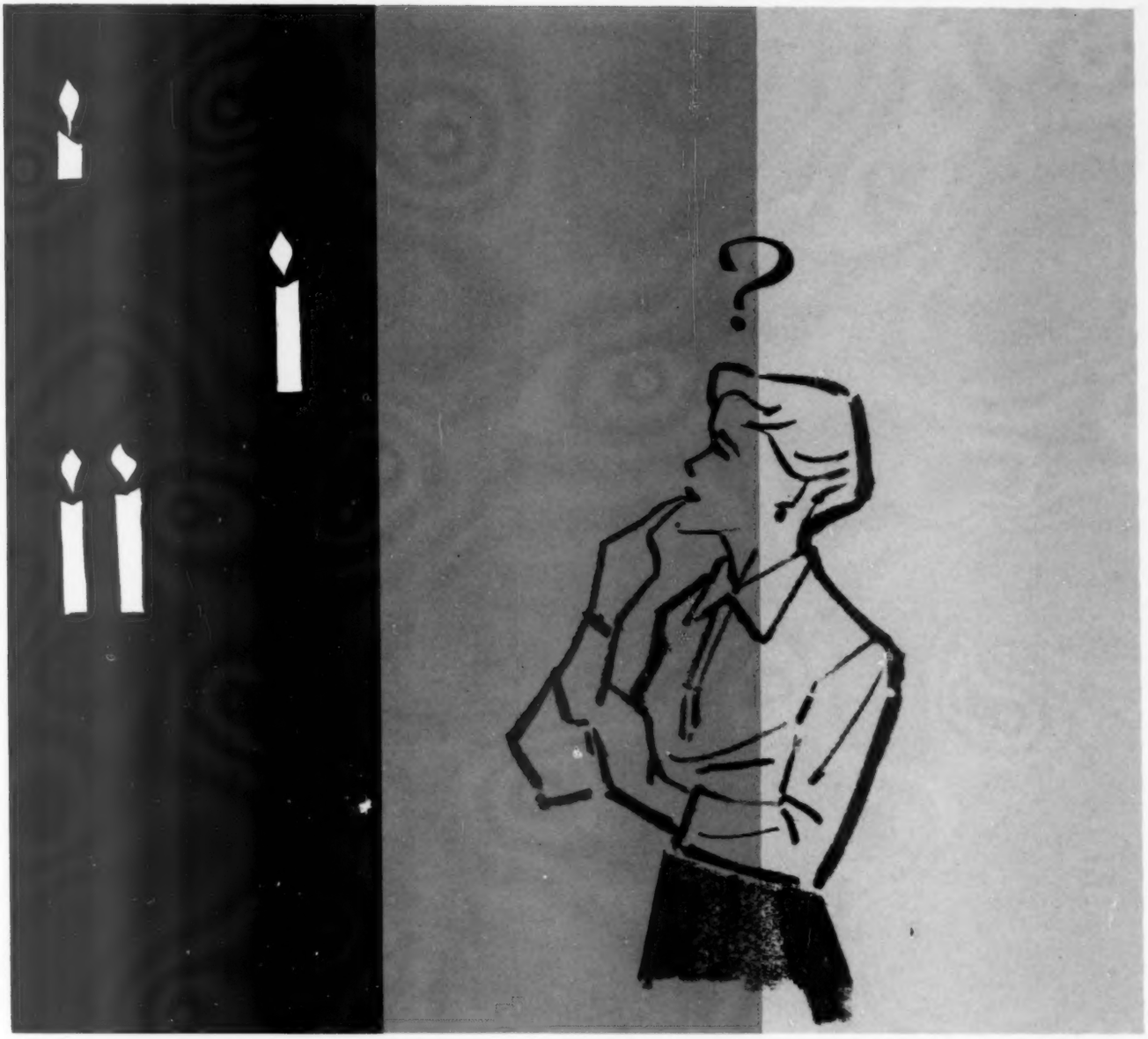
Another avenue of implementation will be support of an appropriation bill to finance the second year of the four-year program provided for in the Act. Some amendments to the Act are apt to be submitted to Congress and these will need to be appraised and treated appropriately.

Membership Is Cornerstone

A third mainline of activity for 1959 will be a continuation of the membership campaign so ably launched this fall by Clyde Miller. In reality, membership underlies success in all other lines of endeavor. During 1959, with the help of every member, DAVI membership can be doubled, thus reaching 6400.

Even when our membership reaches this goal, DAVI will be a small professional organization in relation to the breadth of its interests and responsibilities. We can be an exceedingly effective group, however, if we all get behind a few important areas at the same time.

This is the season for New Year's resolutions, so let us resolve as individuals and as state and national organizations to be good stewards of our resources. We may not find it possible to live 100 percent by our resolutions, but if the failure leaves us feeling a little guilty, it will accomplish something. We may then not fall into the trap of the man "who lost sight of his objectives and thereupon doubled his effort."



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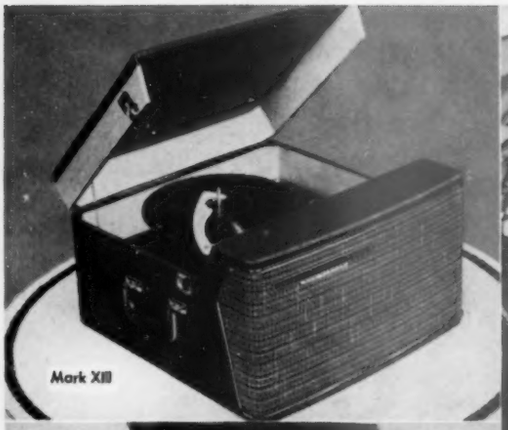

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